

**24-25 August 2006**

## **“What works” Seminar on Roles and Responsibilities of Institutional Governing Bodies, Paris, France**

**A**s the roles of higher education institutions change, their relation to central government is also evolving. Institutions are becoming more responsible for the development of their own strategies and for the management of their operations. These changing patterns of governance form the framework for this seminar. The focus will be on top level institutional governance, where much has changed in the last decade. Key common elements have been a transfer of power to the Rector, Vice-chancellor and other leading administrative figures, and a loss of authority and decision-making power on the part of traditional participatory and collegial bodies. Increasingly, higher education and university boards and senior leaders are being appointed rather than elected. Accountability, evaluation and corporate responsibility are now part of a process, which – to some extent at least – draws on models found in the

private sector. One area where the influence of the corporate world is attracting attention is the senior management and governance of institutions.

In this context, the roles and responsibilities of governing boards are becoming more complex. In some higher education systems, institutions have a majority of external representatives – from business, industry and regional authorities – on their boards. Often the chair is no longer the Vice-chancellor but an external personality appointed by the Government or selected by the institution.

At this seminar a number of questions will be raised:

- What are the consequences of strengthened and diversified executive authorities?
- Which contributions – or constraints – can new governance systems bring with them?

- Which problems can arise in terms of division of tasks and responsibilities?
- What are the optimal relations between governing boards and institutional leaders?
- Do recent developments (and indeed failures) in corporate Governance in the private sector have any lessons for higher education institutions?

### ■ Audience

This seminar is organised primarily for three kinds of audience. Firstly, the chairs and members of higher education governing boards in higher education institutions themselves. Secondly, institutional leaders and managers with whom they have to deal: presidents/vice chancellor/rectors and university directors (e.g. Registrars, Secretaries, *Kanzlers*, Bursars, etc.). Thirdly, the other interested actors: policy makers, representatives of authorities and agencies concerned with institutional governance and management, student representatives and researchers in the field.

The number of places is limited to 100. Therefore priority is given to participants from IMHE member institutions.

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**10-12 May 2006**

## **Challenges to academic medicine: planning futures in partnership, Graz, Austria**

**A**cademic medicine is changing fast in the face of scientific discoveries, rising expectations from society, increasing ethical concerns, and changing demography. How can medical universities reconcile diverse, divergent and sometimes conflicting demands? How can they respond to today's needs, plan for those of tomorrow and develop a strong profile? This conference - organised jointly by IMHE and the Medical University of Graz - is the continuation of OECD meetings on the tripartite mission of medical universities and academic medical centres: teaching,

research and patient care. It will address issues related to governance, research and education in the context of academic medicine.

### ■ Governance

Strategies based on new models of increased responsiveness towards community needs, care and delivery are emerging with a focus on the health of defined populations, training that prepares health professionals for this new delivery, and research that focuses on health effectiveness and outcomes. Medical universities and academic

medical centres are challenged to develop new structures of university governance and management in order to meet the needs at regional, national and international levels.

### ■ Research

Dramatic progress has been made in understanding the fundamental mechanisms of many diseases and creating new opportunities in therapeutics and diagnostics. However there is a substantial gulf between making basic discoveries and converting them into innovation that benefit patients or prevent disease. Some observers find that innovation in the medical field is particularly slow. Thus there is an urgent need to think in terms of “Futures”, to plan futures together and to further balance and integrate education, research and healthcare.

■ **Education**

In most countries, academic medicine still has the primary responsibility for training doctors. However, teaching comprises more than that: On the one hand, the spectrum of study programs has been widened to include not only human medicine and dentistry but a variety of different health-related programs. On the other hand, curricula have been undergoing changes to meet modern needs in Europe and among other things also the requirements of the Bologna process. Academic medical centres and medical universities thus have to develop and provide curricula for a variety of careers, from the shorter ones to those of researchers and teachers.

It is the added value or synergy that exists between governance, research and teaching that defines academic medicine. These three tasks are not independent of each other but must be planned and provided in a coordinated way to ensure the future of academic medicine and to contribute to the acceleration of the innovation process so urgently needed. There is a case for a new vision for academic medicine, a clear definition of roles, clearer articulation of the values and the pace of academic medicine in the health system as well as in civil society. There is also a need to articulate and demonstrate the economic and social value of academic medicine together with a global perspective. Furthermore, within academic medicine and traditional partnerships in medicine, there is a case for thinking futures and partnerships that cut across traditional disciplinary and organisational boundaries. There is a need for partnerships with others in the health system, with life sciences industries, with patients, policy makers and the public.

■ **Audience**

The conference is intended for policy-makers, institutional leaders and academic experts.

The registration fee is EUR 200 for IMHE members (max. 2 persons per member institution at this rate) and EUR 300 for non-members.

[www.meduni-graz.at/academicmedicine](http://www.meduni-graz.at/academicmedicine)

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**I**MHE strives to develop relevant networking opportunities for our members in addition to research and policy analysis activities. Other organisations, at a more specific regional level, work in pursuing a similar agenda. This is the case for the Consortium for North American Higher Education Collaboration (CONAHEC), a network of more than 160 higher education institutions and organisations from Canada, the U.S. and Mexico. Is there common ground for collaboration between our organisations? There certainly is!

CONAHEC is highly engaged in fostering collaboration among higher education institutions, organisations and government agencies from the NAFTA region. It combines the participation of universities, community colleges, technical universities and regional higher education organisations, and interacts with North American federal, state, provincial and local governments on issues related to international higher education. Headquartered in the U.S. at the University of Arizona, CONAHEC promotes direct relationships among higher education institutions by supporting the exchange of students, faculty and administrators, promoting dialogue and discussion, assisting in the development of inter-institutional academic programs, collaborating with the business sector, engaging in cooperative research projects and conducting international comparative research analysis.

Founded in 1994, CONAHEC has developed over the years a series of programs of benefit for its members, including among others:

- The North American Student Exchange Program
- Border PACT, a network of higher education institutions from the U.S. Mexico border region
- EDUCAMEXUS, a program aimed at providing educational opportunities for the Hispanic community in the U.S. and Canada
- The Student

Organisation of North America

- The North American Higher Education Conference

- The North American Higher Education Visiting Professorship Program.

Collaboration between our two organisations has already begun. Francisco Marmolejo, CONAHEC Executive Director, is spending a sabbatical at OECD-IMHE office in Paris. Among other activities, Marmolejo is assisting IMHE to identify issues of common interest and initiate activities.

Describing CONAHEC, Francisco characterizes it as a "dating agency" for institutions pursuing collaborative opportunities at the bilateral and trilateral levels; CONAHEC serves as a "knowledge base" and information centre about who to approach, how to pursue cooperative activities, where to locate funding support, and how to keep up-to-date on issues and events that shape higher education in the NAFTA region.

One collaborative initiative already underway includes the involvement of CONAHEC as a partner for the upcoming Higher Education Facilities International Conference organized by IMHE, the Program on Educational Building (PEB), the Mexican Secretariat of Public Education (SEP), the Administrative Board of the Federal School Construction Programme (CAPFCE) and the National Association of Universities and Higher Education Institutions (ANUIES) in Mexico and to be held in Zacatecas, Mexico on May 29-30, 2006. Potential areas for future collaboration include assessing internationalisation policies at the institutional level, conducting research, producing publications, information sharing, and co-convening conferences in areas of mutual interest.

■ More information on [www.conahec.org](http://www.conahec.org)



**The IMHE welcomes the following new members:**

- > Southern Cross University – Australia
- > South Carelia Polytechnic – Finland
- > Instituto Tecnológico de Sonora – Mexico
- > Universidad de Guadalajara – Mexico
- > Universidad La Salle – Mexico
- > Universidad Veracruzana – Mexico
- > Cape Higher Education Consortium (CHEC) – South Africa
- > Agencia Canaria de Evaluación de la Calidad y Acreditación Universitaria – Spain
- > Bilkent University – Turkey
- > The City University – United Kingdom



**IMHE's Secretariat team is changing**

The IMHE Secretariat will be seeing some changes in 2006. After eight years with the team, Jan Karlsson is retiring and returning to Denmark. Among the activities Jan worked on were the Internationalisation Quality Review (IQR), analysis of developments in the financial management and governance of higher education institutions and the series of "What works in innovation" seminars, which became a real success under Jan's lead.

**Elsewhere in OECD**



**■ Dr. Barbara Ischinger has taken up the post of Director for Education on 1 January 2006**

Dr. Ischinger has held a range of senior international positions over the last 13 years in the fields of international co-operation and education, with a focus on Europe, the United States and Africa. Before joining the OECD, Dr. Ischinger was Executive Vice-President for International Affairs and Public Relations at Berlin Humboldt Universität (2000-2005). From 1994 to 2000, she was Executive Director of the Fulbright Commission for Educational Exchange between the United States and Germany. Between 1992-1994, she was a Director at UNESCO heading the Division of International Cultural Co-operation, Presentation and Enrichment of Cultural Identities.

More information on:  
[www.oecd.org/secretariat](http://www.oecd.org/secretariat)



**■ Ángel Gurría: next Secretary-General of the OECD**

José Ángel Gurría Treviño, from Mexico, is an economist that has had a distinguished career in public service for 33 years.

He is currently an advisor or a Board member of several private companies, multilateral institutions and of a number of non-profit associations focusing on development, international finance and globalization.

January 1998 to December 2000 he was Minister of Finance and Public Credit. December 1994 to January 1998 he was Minister of Foreign Affairs.

In 1992, he was President and CEO of Mexico's export-import bank, Bancomext. 1978-1992 at the Finance Ministry, he successively held the positions of Deputy Director of Public Debt, Director of Foreign Debt, General Director of Public Credit and Deputy Minister of Finance for International Affairs.

More information on:  
[www.oecd.org/secretarygeneral/gurria](http://www.oecd.org/secretarygeneral/gurria)

**PUBLICATIONS OF INTEREST**

**EURODATA – Student mobility in European higher education**, Maria Kelo, Ulrich Teichler, Bernd Wächter (eds.), Bonn. Lemmens 2006, ISBN 3-932306-72-4

Over the last decades, international mobility of students has gained political importance, and there is an enhanced need for comprehensive, up-to-date, and reliable information on the phenomenon. However, data measuring real mobility (as different from nationality) is not always available and is rarely sufficiently differentiated. This publication has

therefore the objective of investigating which data on international mobility are being compiled at various levels, to present these data, and to depict a picture of the main trends in international student mobility into and out of 32 European countries. In addition, the report also makes recommendations for the improvement of student mobility statistics both at national and international level.

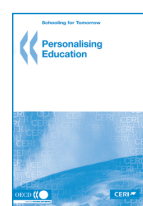


**Guidelines for Quality Provision in Cross-border Higher Education**

[www.oecd.org/edu/internationalisation/guidelines](http://www.oecd.org/edu/internationalisation/guidelines)

With the recent increase in cross-border higher education, systems of quality assurance, accreditation and recognition of qualifications face big challenges.

The Guidelines for Quality Provision in Cross-border Higher Education provide an international framework to protect students and other stakeholders from low-quality provision and disreputable providers. They provide guidance to key stakeholders on how to share the responsibility of assuring quality provision of cross-border higher education between the sending country and the receiving country. The Guidelines were elaborated in close collaboration with UNESCO.



**Schooling for Tomorrow. Personalising Education.**

OECD Publishing, ISBN: 9264036601

There is a growing awareness that one-size-fits-all

approaches to school knowledge and organisation are ill-adapted both to individuals' needs and to the knowledge society at large. To move beyond uniform, mass provision can be described as "personalisation" of education and of public services more widely.



**Higher education in Latin America: The international dimension**, Hans de Wit, Isabel Christina Jaramillo, Jocelyn Gacel-Avila, Jane Knight.

World Bank, OECD Edition 2005, ISBN 0-8213-6209-7

Globalisation has spurred several attempts to reform higher education in

Latin America. Despite these efforts, the region remains peripheral to international centres of research and knowledge dissemination. This book represents an important step in addressing this situation. It examines the challenges Latin America faces in becoming a world-renowned knowledge centre by assessing the overall development of the region's higher education with respect to various factors, including curricular, educational networks, and mobility of teachers and students. Based on studies of higher education in seven countries (Argentina, Brazil, Chile, Colombia, Cuba, Mexico and Peru) the volume identifies opportunities for raising Latin America's profile.


**Internationalization: supporting the dynamism of Québec's universities**, Conseil supérieur de l'éducation, Québec, November 2005, ISBN 2-550-45151-1  
<http://www.cse.gouv.qc.ca/>

Supporting the dynamism of Québec's Universities in the pursuit and development of their international activities is the fundamental stance of the *Conseil supérieur de l'éducation*. Four main areas of development have been identified: Assistance for faculty members joining international research groups, Promotion of incoming and outgoing student mobility, Consolidation of alliances with partner universities abroad, Curriculum internationalisation.

## IMHE CALENDAR

**27-28 April** *Governing Universities in the Knowledge Society*, in collaboration with the Generalitat Valenciana, Spain.  
[www.cambioestrategico.com/](http://www.cambioestrategico.com/)  
 Contact: [jacqueline.smith@oecd.org](mailto:jacqueline.smith@oecd.org)

**10-12 May** *Challenges to Academic Medicine: Planning Futures in Partnership*, in collaboration with the Medical University of Graz, Austria.  
 Contact: [jacqueline.smith@oecd.org](mailto:jacqueline.smith@oecd.org)

**29-30 May** *Higher Education Facilities: Issues and Trends, Zacatecas, México*. Co-organised by IMHE, PEB, SEP, CAPFCE and ANUIES.  
 Contact: [isabelle.etienne@oecd.org](mailto:isabelle.etienne@oecd.org)

**24-25 August** "What works" Seminar on *Roles and Responsibilities of Institutional Governing Bodies*, Paris, France.  
 Contact: [imhe@oecd.org](mailto:imhe@oecd.org)

**11-13 September** General Conference, *Values and Ethics: Managing Challenges and Realities in Higher Education*, Paris, France.  
[www.oecd.org/edu/imhegeneralconference2006](http://www.oecd.org/edu/imhegeneralconference2006)  
 Contact: [valerie.lafon@oecd.org](mailto:valerie.lafon@oecd.org)

**16-17 October** *Supporting the Contribution of Higher Education Institutions to Regional Development*, International Conference. By invitation only. Copenhagen, Denmark.  
 Contact: [jaana.puukka@oecd.org](mailto:jaana.puukka@oecd.org)

### OTHER MEETINGS OF INTEREST

**22-23 May** The OECD Forum 2006, *Balancing Globalisation*, Paris.  
[www.oecdforum.org](http://www.oecdforum.org)

**7-9 June** *ECTS and assessment in higher education*, Umeå University, Sweden.  
[www.umu.se/edmeas/bologna/aihe/](http://www.umu.se/edmeas/bologna/aihe/)


**18-20 June** ACA-SIU conference, *Destination Europe? Players, goals and strategies in enhancing the attractiveness of European universities*, University of Bergen, Norway.  
[www.aca-secretariat.be](http://www.aca-secretariat.be)

**27-28 June** Meeting of the OECD Education Committee at Ministerial Level, on *higher education*, by invitation only. Athens, Greece.  
 Contact: [sue.lindsay@oecd.org](mailto:sue.lindsay@oecd.org)

**28 June-1 July** 2nd International conference on *Integrating Content and Language in Higher Education*, Maastricht University, Netherlands.  
[www.unimaas.nl/iclhe](http://www.unimaas.nl/iclhe)

**5-7 September** SEAAIR Conference *Transforming Higher Education in the Knowledge Society*, Langkawi, Malaysia.  
[www.seaaair.info](http://www.seaaair.info)

**19-21 October** *EUA Conference European Universities as Catalysts in Promoting Regional Development*, Brno, Czech Republic.  
[www.eua.be](http://www.eua.be)

**8-9 December** IAU-IAUP conference, *The different Meanings of University Autonomy*, Cheng Mai, Thailand.  
 Contact: [iau@unesco.org](mailto:iau@unesco.org)



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