

SPOTLIGHT ON IMHE AND ITS ENVIRONMENT

A character sketch, a scene setting, a simplification and a compilation of information, this issue of *IMHE Info* is all of these, giving a taste of the environment, trends and other features that shape the Programme on Institutional Management in Higher Education (IMHE).

Take the opportunity to absorb these few pages. New developments and established truths are set out to give readers the bigger picture they need. The OECD is laid bare, the Directorate for Education dissected and IMHE scrutinised. With a few chosen words, Barry, Marijk and Richard¹ will help readers look to the future and the challenges ahead.

■ About OECD...

- 1947: Birth of the Organisation for European Economic Co-operation (OEEC), to implement the Marshall Plan
- 1961: Transformation... OEEC becomes the OECD (Organisation for Economic Co-operation and Development)
- 2005: 30 Member countries and contacts with over 100 countries.

■ Education in "high places"

"Education is a priority for OECD Member countries and the OECD is playing an increasingly important role in this field. Society's most important investment is in the education of its people. We suffer in the absence of good education; we prosper in its presence."

Donald J. Johnston,
Secretary-General of the OECD

In the shadows of the skyscrapers in the La Défense business district to the west of Paris, the Directorate for Education oversees all of the OECD's work in the realm of education. The work is organised around six strategic objectives which were mapped out at a meeting of high-level education authorities of the OECD Member countries in 2003.

A Word from Barry McGaw

Governments have long recognised the importance of education but there is a new urgency in their focus on the development of human capital for its role in economic development. This comes at a time when demographic trends are increasing the demands of health care and pensions so, while we can anticipate increased strategic investment in education, we can also expect to see a growing emphasis on standards, evaluation and accountability as governments seek the most effective and efficient use of public funds.

The pace of globalisation – and the strains that will place on the labour market – will only increase calls for higher education institutions to be more responsive to perceived needs. The requirement that policy be evidence-based will also grow and higher education, which plays such a key role in research in other domains, will be expected to contribute to the evidence base for higher education policy.

Education policies will need to be better connected with the policies of other Ministries so that they are integrated more effectively into Government-wide approaches. This will be especially difficult in tertiary education where there are the added complications of the growing role of the private sector, and the increasingly global nature of the market, to take into account.

1. Promoting lifelong learning and improving its linkages with other socio-economic policies
2. Evaluating and improving outcomes of education
3. Promoting quality teaching
4. Rethinking tertiary education in a global economy
5. Building social cohesion through education
6. Building new futures for education.

The 75 people responsible for achieving these objectives are split between five substantive divisions and a support unit. As part of the Education Management and Infrastructure Division (EMI), IMHE brings the vision of institutions of higher education to the work of the Directorate.

■ IMHE – a programme to serve higher education institutions

Set up in 1969, IMHE is an OECD programme that analyses, dissects and shares knowledge about issues relating to higher education. In the service of national and regional government

policy-makers, university leaders and administrators, and researchers, IMHE pursues its mission: the study and development of higher education, focusing on the management and governance of institutions of higher education.

IMHE has 200 members, including a majority of institutions of higher education, a number of ministries and organisations in 39 different countries. Any institution with a connection to higher education may belong to the Programme. Its members elect their representatives to the Governing Board², whose job is to chart the course of IMHE work and monitor its outcomes. In general terms, IMHE represents the concerns of institutions of higher education within the OECD and keeps its members abreast of OECD work.

1. Barry McGaw is Director of the OECD Directorate for Education. Marijk van de Wende is the new chair of the IMHE Governing Board. Richard Yelland is Head of the IMHE Programme.

2. The Governing Board is the decision-making body that monitors the programme of work implemented by the Secretariat.

■ **Turning words into action: current IMHE activities**

- Analysing developments in the governance and financial management of higher education institutions
 - Supporting the contribution of higher education institutions to regional development
 - Managing human resources in higher education
 - Building capacity in institutional governance and management
- Developing the knowledge base for higher education
- Monitoring internationalisation and trade in post-secondary education (with CERI³)
 - Supporting institutional strategic development.

For more information on the Directorate for Education, kindly consult: <http://www.oecd.org/edu/brochure>

■ **Richard Yelland's Point of View**

Around the world higher education is under pressure to change. It is growing fast and its contribution to economic success is seen as vital. Universities and other institutions are expected to create knowledge; to improve equity; and to respond to student needs – and to do so more efficiently.

Moreover they are increasingly competing for students, research funds and academic staff – both with the private sector and internationally.

The authority of the State and the power of markets are being redefined.

Institutions have greater freedom to run their own affairs. Public funds are allocated in "lump-sum" form, and funding from students and business is increasingly encouraged.

In exchange for autonomy, governments seek to hold institutions to account, linking funding to performance and publicly assessing quality.

International rankings have focussed attention on the performance and the image of institutions. Higher education institutions have to work hard to meet funding and regulatory criteria and at the same time to strengthen their market position.

More still needs to be done to improve the quality of institutional governance and leadership, and to adopt some of the strategic financial and human resource management skills seen elsewhere in the public sector or in business.

IMHE membership makes you part of a network which is an integral part of the OECD's renowned programme of policy analysis and comparative indicators and which will help you address these issues.

Membership is institutional, and the canny members are those who expose many levels of their management and leadership team to the stimulation of international debate and analysis.

Take for example our current work on higher education and regional development. Higher education institutions have a major contribution to make to the economic, social and cultural development of the regions in which they are situated. Most OECD countries are attempting to strengthen this role, which has often been characterised as a part of a "third task". There is a growing recognition that it must be integrated with longer-standing teaching and research functions if higher education's contribution to student learning, and to knowledge exploitation by business and to civil society is to be maximised.

The challenge for governors and managers of higher education institutions is to lead and manage their institutions in a way which will respond to these pressures, without undermining the fundamental mission of the institution. I believe that IMHE can help you do that.

An interview with Marijk van de Wende

What impetus would you like to give to your mandate?

Higher education governance and management is about (strategic) choice, related to the changing balance (and sometimes tensions) between the state and the market, the global and the local, public and private, massification and individualisation, cooperation and competition, autonomy and accountability, and different stakeholders. Choices that are directly related to financial and human resources.

This requires a continuing process of orientation, reflection and analysis. This is a process among professionals. IMHE's role is to support this process for its members by providing knowledge, even more interactive and dynamic forms of information exchange and mutual learning than in the past, and by offering real with opportunities for professionalisation.

The changing balance, tensions, and pressure on resources have implications for higher education's roles and responsibilities, and their underlying values. This is why the Governing Board decided on "Values and ethics: managing challenges and realities in higher education" as the central theme for the 2006 General Conference.

As a member, how is IMHE serving your interests?

In general, IMHE is relevant and important to higher education institutions because it has a very broad scope: higher education is defined and discussed in a comprehensive way, including all types of higher education institutions. It is also broad in its geographical reach: Europeans can meet here with their peers from the USA, Asia, Australia, etc. Second, the IMHE programme is strongly knowledge-based, with strong links to the sophisticated data bases and the good level of policy analysis in the OECD. Third, within IMHE there is a dialogue between policy makers from different levels, institutional, national and international. Fourth, interesting links with other areas of expertise and policy within the OECD (e.g. science, technology and industry or public governance) can be very useful and contribute to the further development of higher education management.

As an example, my own university is currently involved in the IMHE project on higher education institutions in regional development. This is beneficial both in terms of assessing our own impact on the region and in benchmarking this with a number of other regions across various continents.

What are IMHE's areas of expertise?

A good combination of "traditional" areas such as funding, governance and management and "newer" areas such as internationalization, trade, e-learning ,etc.

The IMHE welcomes the following new members:

- > Dan-Eurashe – Denmark
- > Tipperary Institute – Ireland
- > Obirin University – Japan

Honoring Maurice Kogan

Professor Maurice Kogan headed the IMHE journal, *Higher Education Management and Policy*, from 1985



until 2000. Expert in higher education, he oversaw the development of academia's first journal specially geared towards institutional management. As a historian and political science analyst, from his chair at Brunel University and especially from the Centre for the Evaluation of Public Policy and Practice, he has undertaken extensive research into the linkages between knowledge, value systems, authority and power.

His colleagues and his friends wished to pay him homage in a book entitled *Governing Knowledge* (for more information, see the "Publications of Interest" feature on page 3), published under the direction of Professors Mary Henkel (Brunel University) and Ivar Bleiklie (University of Bergen). Coming specially from different European countries and other regions of the world, they gathered around Maurice on 8 April for a seminar on the topic "The Future of British Higher Education in a Comparative and Historical Perspective", which echoed the leitmotiv of the book – continuity and change. Brilliant exposés, lively discussions, an atmosphere of warmth and the emotion sparked by the tribute were the ingredients of a truly memorable day.

"Money, Mission, Management" Conference from 9 to 13 May 2005 in China

In May, IMHE held a conference in China on the theme of "Mission, Money, Management", in collaboration with the China National Institute for Education Research (CNIER), with support from the private Beijing Geely University and the Beijing Educational Science Publishing House. The conference took up themes, at the institutional level, that had been examined at the level of government at a previous conference held jointly by the OECD and the Ministry of Education of the People's Republic of China in July 2004. In an unusual procedural departure, the conference was held in two parts, in two different cities. First, from 9 to 11 May, roughly 120 Chinese participants and 30 from other countries in Europe and Asia gathered at Beijing Normal University to listen to presentations on topics dealing with the mission of higher education, financing and management, and to hold discussions on those issues.

Then, from 12 to 13 May in Xi'an, other Chinese participants, representing institutions of higher education and regional authorities of Shaanxi province, and the foreign participants convened at Jiao Tong University in Xi'an. The issues raised covered strategic planning, management and ethics in the realm of research.

Elsewhere in OECD

■ International Conference on Social Economy and Social Innovation, Trento, Italy, 22-23 September 2005, LEED (OECD Programme on Local Economic and Employment Development)

Social economy plays a central role in OECD member countries in many areas of the economy including healthcare, social services, employment, culture, environment and education. By contrast the sector appears underdeveloped in countries of the Baltic States, Central, Eastern and South Eastern Europe.

This international conference to be held on at the OECD LEED Centre in Trento for policy makers, practitioners and academics seeks to further explore the trends, opportunities and challenges that social economy actors face in the countries of the Baltic States, Central, Eastern and South Eastern Europe.

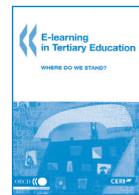
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PUBLICATIONS OF INTEREST



Reviews of National Policies for Education. University Education in Denmark. OECD Publishing 2005, ISBN 9264009736

This OECD Review of the Danish university system examines such aspects as governance, funding, the Research Council System, the Danish knowledge system, the university system itself, universities' interaction with society, and outcomes. It finds that training and research is of high quality, but that the system needs to change in response to rapidly changing demands.



E-learning in Tertiary Education: Where Do We Stand?

OECD Publishing 2005, ISBN 9264009213

Following the burst of the dot-com bubble in 2000, scepticism about e-learning replaced over-enthusiasm. Rhetoric aside, where do we stand? Why and how do different kinds of tertiary education institutions engage in e-learning? What do institutions perceive to be the pedagogic impact of e-learning in its different forms? How do institutions understand the costs of e-learning? How might e-learning impact staffing and staff development? This book addresses these and many other questions.



Governing Knowledge, A Study of Continuity and Change in Higher Education - A Festschrift in Honour of Maurice Kogan.

Ivar Bleiklie, Mary Henkel. Springer 2005,

ISBN 1-4020-3489-X

In this book, an international group of leading higher education researchers draw on a wealth of social theory and comparative, empirical research to analyse current developments and their implications.



Opening up to the Wider World. The External Dimension of the Bologna Process, Franziska Muche. Bonn: Lemmens 2005, ISBN 3-932306-67-8

The Bologna Process embodies the move towards European integration in the field of higher education. The progress achieved so far within the Bologna member states is admirable; however, a concentration on internal processes can only be a first step towards becoming a global actor. The Bologna declaration formulates the objective of enhancing the attractiveness of European higher education on a global scale. But is the implementation of Bologna really making Europe more attractive and transparent, and if so, how?



On Cooperation and Competition II. Institutional Responses to Internationalisation, Europeanisation and Globalisation, Jeroen Huisman, Marijk van der Wende. Bonn: Lemmens 2005, ISBN 3-932306-68-6

Like the first volume of *On Cooperation and Competition*, this book describes and analyses the policies for the internationalisation of higher education in seven European countries (Austria, Germany, Greece, the Netherlands, Norway, Portugal, and the UK). While the first volume (2004) dealt with national policies, this part of the study is devoted to internationalisation policies at institutional level.

IMHE CALENDAR 2005-2006

25-26 August

Trends in the Management of Human Resources in Higher Education, OECD, Paris, France.
 Contact: jan.karlsson@oecd.org

4-5 October

The Role of Higher Education Institutions in Regional Development, Seminar in collaboration with NUAS and NUS, Karlstad, Sweden.
www.kau.se/regionaldevelopment
 Contact: jan.karlsson@oecd.org

October

Seminar on *University Public Relations*, Tokyo, Japan.
 Contact: jan.karlsson@oecd.org

11-13 Sept. 2006

General Conference, *Values and Ethics: Managing Challenges and Realities in Higher Education*, Paris, France
www.oecd.org/edu/imhegeneralconference2006
 Contact: valerie.lafon@oecd.org

OTHER MEETINGS OF INTEREST

The EAIE organizes many different professional courses in English. For more information www.eaie.org

28-31 August

27th Annual EAIR Forum *Enduring Values and New Challenges in Higher Education*. Riga, Latvia.
www.eair.nl/riga

14-16 September

SEAAIR Conference *Higher Education Reform: Facing Local and Global Changes*, Bali, Indonesia.
www.seair.info

14-17 September

EAIE Conference, Kraków, Poland.
www.eaie.nl/krakow

25-27 September

DEAN Conference "Managing Higher Education in a Changing Europe", Ghent University, Belgium
www.esmu.be

11-14 October

The Australian International Education Conference, Queensland, Australia.
www.idp.com/aiiec2005/

12-15 October

CONAHEC Conference *Beyond Boundaries: Building Bridges of Collaboration in Higher Education*, San Juan, Puerto Rico
www.conahec.org

24-25 October

Global Forum on Education, *The Challenges for Education in a Global Economy*, Santiago, Chile
 Contact: ian.whitman@oecd.org



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 Please inform IMHE.

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