EUA **CASE STUDIES 2007**

MANAGING THE UNIVERSITY COMMUNITY: EXPLORING GOOD PRACTICE

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MANAGING THE UNIVERSITY COMMUNITY: EXPLORING GOOD PRACTICE

Edited by Bernadette Conraths and Annamaria Trusso

Leadership Foundation
for Higher Education

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Zentrum für Wissenschaftsmanagement e.V.
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Speyer

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FOREWORD

Europe has the legitimate ambition of strengthening its higher education institutions, which are seen as central to the social and economic development of European society. This aspiration has wide-ranging implications, particularly for institutional governance and leadership.

The Glasgow Declaration (2005) stated that 'Europe needs strong and creative universities as key actors in shaping the European knowledge society through their commitment to wide participation and lifelong learning, and by their promotion of quality and excellence in teaching, learning, research and innovation activities.'

The Declaration goes on to state that 'this will be achieved by self-confident institutions able to determine their own development and to contribute to social, cultural and economic well-being at regional, national, European and global level,' and that 'universities are committed to improving their governing structures and leadership competence so as to increase their efficiency and innovative capacity and to achieve their multiple missions.'

Therefore, one of EUA's core missions is to contribute to the development of individual institutions and to strengthen the sector as a whole. This is achieved through several activities, particularly the workshops and leadership seminars, which have been very successful in attracting a mix of institutional leaders from across Europe. This publication is based on contributions to these two types of events, which EUA has offered since 2003.

We hope that this selection of institutional case-studies and plenary contributions will provide leadership teams of higher education institutions with a set of inspiring and concrete suggestions for developing autonomous, effective and innovative institutions.

Professor Georg Winckler
EUA President

ACKNOWLEDGEMENTS

This publication, its content and production, has been made possible through an extraordinary combination of committed individuals, academic institutions and professional organisations across Europe.

Our very sincere thanks go first to the **host institutions** of the various events between 2003 and 2007 where we have collected, over the past 3 ½ years, the wealth of insights, experiences and practices distilled in this book. They have made a difference by their hospitality, by the intellectual input and the invaluable personal contribution of their representatives. While the authors of cases and lectures can be found here, we wish to particularly thank the institutional leadership who agreed to take on these joint ventures and to the many colleagues in administration and management who have worked very hard to make every single event a memorable and special experience. Every one of them has been a very good collaborative experience:

Very warm thanks go, of course, to all the **contributors of cases, presentations, articles** who have accepted 1) to work with us during the events in various roles and 2) that their parts be fitted and adapted to the limited space of such a publication.

Much gratitude is owed to those **colleagues in EUA** who have worked very hard to make these events a success and to 'walk the talk' of quality performance and dedicated member service. A particular thanks goes to Carolyn Dare who – an external consultant like me – showed highest commitment to the state-of-art management of most of the seminars and workshops. And this publication would not exist in this good shape without the professional editor work of Annamaria Trusso.

Thanks of course also to our **partners in the EC supported project** 'University Leadership and Management in a European and International Context': **The UK Leadership Foundation for Higher Education**, represented by Robin Middlehurst, and the **Centre for Research and Science Management** (ZWM) in Germany, with Markus Lemmens, for their excellent collaboration, very good advice and personal commitment.

For some of the workshops we also had extremely valuable support from other partner organisations: OECD/IMHE, the European Foundation for Management Development (EFMD, with Gordon Shenton), the German Rectors Conference (HRK) and from the European Microsoft Innovation Center (EMIC).

Finally, this publication, and many of the activities it is based on, has been supported substantially by the **European Commission's DG Education and Culture** under the SOCRATES programme, demonstrating the high importance the Commission attributes to the professionalisation of Europe's HEIs.

Bernadette Conraths
Senior Adviser, EUA

INTRODUCTION

Leading and Managing the University Community: the origins of this publication

Sound governance, competent and accountable management, transparent and coherent institutional quality processes are rising to the top of the work agenda of European university leaders today. They have to cope with the major challenges of change which higher education institutions across Europe are facing. The European Commission in a recent communication identified the following as their three main challenges: world-class quality, improving governance, increasing and diversifying funding.

Many of these challenges are the result of international developments which have an increasing impact on universities: Bologna reforms, the building of the European research and higher education area (EHEA and ERA), and increasing global competition. This needs special efforts in modernising the institutions and the way they are managed. Universities across Europe have to reflect on their role, develop strategies and review their delivery and management.

This publication contains the condensed results of an EUA project, partly supported by the European Commission, which started in 2003. It is designed to contribute to this process by enhancing and strengthening the professional leadership and management competence in European HE institutions, with particular regard to their European and international context and strategic goals.

In order to broaden the expert pool and to develop European learning platforms complementary to national provision, EUA collaborated with two partners: the Leadership Foundation for Higher Education, LFHE, UK and the Centre for Science and Research Management, ZWM, Germany. Both these organisations were founded by their national HE and science institutions and associations with the aim of contributing to the professionalisation of the academic and scientific community in their country.

This publication now offers a summary of the invaluable learning which has taken place in various settings during this project, in a series of eight workshops under the heading 'Managing the University Community' and seminars on 'Leadership in an international context', addressing different leadership levels in the HEIs: Rectors and vice-rectors, heads of administration, other senior decision-making officers.

5-6 December 2003 – hosted by KUL, Leuven, Belgium
Governance and Leadership: Developing New Policies and Skills
27-28 February 2004 – hosted by University College Dublin, Ireland
Human Resource Policies in Universities
11-12 February 2005 – hosted by RWTH Aachen University, Germany, with the German Rectors' Conference (HRK) and supported by the European Microsoft Innovation Centre (EMIC)
Research Management: Exploring New Types of Interdisciplinary Research Projects
11-12 November 2005 – hosted by Imperial College London
Graduate Schools in Europe: How Can They Enhance University Research?
17-18 February 2006 – hosted by the Istanbul Technical University, Turkey
Fundraising for European Universities: Exploring Options
11-14 June 2006 – hosted by the University of Lausanne, Switzerland
Leadership Seminar – Module 1
Building, Leading and Implementing an International Strategy
9-10 November 2006 – hosted by EUA
Leadership Seminar – Module 2
Working with European Organisations for the Strategic Benefit of the Institution
1-2 December 2006 – hosted by University Louis Pasteur, Strasbourg, France
Institutional Performance Indicators: Which Ones are Needed to Steer the Institution?
19-20 January 2007 – hosted by Bocconi University, Milan, Italy
Human Resource Development in Universities: Its Role in Leading and Implementing Change

The Approach

Giving constructive meaning to the key words of change - flexibility, effectiveness and efficiency, mobility, accountability, internationalisation and competitiveness - within the individual academic institutions, and implementing appropriate policies, are real challenges in the European higher education systems. These are strongly characterised by governmental steering, a combined culture of civil service and individual academic freedom, as well as complex collegial decision-making structures. Both academic and administrative managers are often not sufficiently prepared to cope with the multitude of new tasks and expectations. This causes not only individual frustrations but also redundancies and losses in effectiveness and, ultimately, quality for the institutions.

Due to this very specific university environment and culture, private sector and even public sector management models are not entirely transferable to HEIs. Europe's institutions are going through a process of 'trial and error' which is conditioned by the national legal context and cultural diversity. The project approach wanted to reflect this rich and dynamic reality and designed the activities around four principles:

- good practice and innovation exchange ('how to')
- case based learning transfer ('hands-on')
- international network platform ('peers learning')
- mix of academic and administrative decision-makers ('bridging the gap')

The Outreach

The activities offered over the project period have encountered real recognition and appreciation, showing that the gap between the publicly stated need for professionalisation and the actual demand for it is decreasing in the European university community – even though at times nolente volente. There seems to be a rapidly increasing interest to learn about the dimension of leadership and management and how to integrate them into one's own institutional reality.

Close to a hundred contributions from various European and international experts – cases, presentations, tools – have reached over 500 leaders and decision-makers in European HEIs. The fact that, in all events, both the intended cultural and geographic balance, as well as the mix of academic and administrative leaders, has been very good shows that the project has been able to reach out to the intended target groups and to add the intended value.

The Outcomes

The project has essentially met three objectives and this publication is designed to sustain them further:

- To **increase the awareness** for the need of a strategic perspective for European university leadership, in particular
  - the impact of European HE policies and developments on individual institutional governance and decision-making
  - the need to apply good management practice in implementing strategy
- **To spread good practice** of strategic institutional development and management in its great variety across Europe
  - depending on different types of institutions and governance structures
  - different organisational models (e.g. governance structures, funding and costing)
- **To develop learning modules** for HE leadership and management in an international context, aiming at
  - providing knowledge, insights and tools to master the challenges for HE institutions
  - complementing the national provision of HE and science management development programmes

At the same time it has obviously also shown the wide differences that exist between European HEIs in national context, structure and culture and the many barriers to institutional management:

- a lack of institutional identity, of vision and strategy
- high resistance to change and to performance evaluation
- absence of people management and development, and knowledge thereof
- the difficulty inherent in abandoning the comfortable dependence on government for the more challenging aspects of true autonomy

A lot has still to be done in this area over the coming years.

How to use this publication

The organisers and editors make no claim that this book is an exhaustive manual of HE leadership and management. Its intention is to share the enormous wealth of insights and practices shared during this project with a broad university public.

In order to make the most of the rich variety of material gathered and to condense as much content as possible into a limited space, the following method was chosen:

The material has been structured around the main topics addressed in the events. Each topic has a general introduction to its key issues, followed by various cases and articles highlighting specific aspects.

Most cases have been summarised into 2-3 pages. However, as space does not allow us to publish all of the contributions made at the various events, a number have been condensed in boxes, especially those whose content and structure would lose by being summarised. These choices have therefore been determined by editing constraints and not quality or priority.

It is also important to note that many of the cases were written some time ago and thus describe a moment in time: a photograph. Situations have changed in the meantime, as may have the actors. This is why we have indicated the year of presentation and kept titles and functions of the authors as they were at that time.

However, for those who wish to read more, all contributions (cases, presentations, articles) are available in full length on the EUA website www.eua.be under Institutional Development/ Managing the University Community and then clicking on the appropriate Workshop or seminar.

Finally,

It has been a wonderful task to develop and manage this project and this publication, together with the colleagues at EUA and the many very supportive contributors. I hope you enjoy the reading as much as we enjoyed the preparation of it!

Bernadette Conraths,
Project Director and Senior Adviser EUA
January 2007

CHAPTER I
CHANGE MANAGEMENT

The New Meaning of Leadership in Autonomous Universities

*Ulrike Felt**

Over the past decades the role of universities has changed in the most fundamental ways. In the European context most nation states have introduced – in slightly different formats but following similar patterns and aims – new legal frameworks intended to transfer the power of management and decision-making from the state to the individual universities. Raising university autonomy has become the watchword for these reforms. They were triggered by the growing awareness that in knowledge-societies or, better, knowledge-economies, universities would become key-actors in knowledge-production, in the preservation of knowledge as well as in the education of the generations of knowledge-workers. Thus innovation and economic competitiveness are seen as being linked to the universities' capacity to react quickly and efficiently to the demands placed on them by society.

As a consequence of these changes of legal frameworks and expectations, answers had to be found at an institutional level. This meant not only rethinking the internal structures of universities, building up new management and decision-making structures and reconsidering career and reward systems, but also the very idea of what it means to be a university had to be somehow reinvented. In order to understand how fundamental this latter rethinking of the university is, it seems important to reflect on the basic ideas and value systems that underlie this institution. Of particular interest is a set of narratives, which I would like to call the foundational myths, constantly referred to in debates on university reform. Three myths seem central for our reflections. The first refers to the university as an institutional space free of politics and power relations. An independent social space protected from political pressure and direct social control is seen as an indispensable prerequisite for the efficient development of high quality objective knowledge. The second tells us that universities once lived in a 'golden age' of basic research, when science was free of those crass economic problems that now seem to disturb much of the debate around universities. Away from financial interest, applicability and other practical considerations, universities could thus claim the right to set their own internal standards, to take decisions about where research should go and to assess the value of its results. No question of external ethical review boards, of accountability over which research direction was prioritised, or recurrent debates over who should take the responsibility for what kind of result. The third central myth revolves around the unity of research and teaching as embodied in its pure and ideal form, the person of the university professor. This embraced the ideal of direct forms of learning from each other, of mutual engagement and of education which goes beyond instrumental learning.

Thus, leadership becomes an essential quality for an institution to allow it to develop a completely new self-understanding, to be strongly present in the outside world, capable of defending its own interests as well as being reactive to inside demands and needs. It becomes a major factor that will determine universities' capacity for change in the context of external demands and expectations while at the same time developing an independent profile. Seen from this point of view, it is easily understandable why the extension of university autonomy through new legal settings was generally accompanied by putting in place clear often top-down decision making processes, in which individual leadership figures play the central role and by abandoning collegial decision making (sometimes replaced by collegial consultation). But in fact it was this facet of the reforms that was most heavily debated among researchers who found themselves better represented in a collegial type of decision-making procedure. In that sense leadership will, in many cases, be challenged both from outside and from within the universities.

What are now the central challenges for this leadership in managing university autonomy? Four points seem worth mentioning in this introduction.

*Ulrike Felt, Professor of Social Studies of Science, Department of Social Studies of Science, University of Vienna, Austria (2003).

In times of financial constraints and when pressures from within the institution as well as from outside are high, there seems to be quite a strong tendency to confuse leadership with the effective handling of financial and management issues. While these two fields have become central to the survival of universities, nevertheless universities, as creative knowledge producing institutions, need much more than that. Restricting leadership to the mere managing of universities and understanding responsibility in such a restricted and pragmatic way would, in the long run, mean that the full potential of this institution will not be realised.

Thus three types of leadership seem to be essential in order to ensure that the change to autonomy for universities is a winning one also for those within the institution:

Visionary leadership means the capacity to look at the existing myths on which many universities are based and consider their validity today. This would bring about a new self-understanding compatible with the needs of academics and the demands of society. This is essential, since poor career structures and mechanistic assessment procedures can threaten the process of identity building. Thus, to be visionary means to be capable of not simply buying into the *Zeitgeist* but reinforcing the university's capacity to think ahead.

Informed leadership addresses the issue of reconciling strong leadership with broad consultation structures. While collegial decision-making bodies might have led to lengthy decision-making routines without clear responsibility structures, at the same time they were inclusive. Informed leadership would have to recreate this idea of inclusion in new ways.

Finally, creative leadership needs to interact with elements/structures in their environment in order to shape and control the universities' relations of dependencies. While strategic choices have to be made within the limits imposed by the universities' environment, the potential radius of action can be widened when creative and flexible internal institutional environments are provided. Creative leadership thus means rebuilding niches within the institution which do not necessarily follow criteria imposed from the outside.

These are only a few aspects of what leadership means in an autonomous university, but they clearly show us that universities do not only have more obligations but also a certain capacity to develop that still needs to be fully exploited.

1. THE ROLE OF THE LEADERS

Leading Universities

*George Bain**

Introduction

The post of vice-chancellor traditionally has three functions: as a Chief Executive Officer who is accountable for the management and organisation of the university; as a Chief Academic Officer responsible for providing clear academic leadership to the university and Chief Ambassador, responsible for representing the university successfully and with distinction locally, nationally and internationally. However this fails to distinguish clearly between **management and leadership.**

Management is the ability to cope with complexity, to devise structures and systems that produce order and harmony. Leadership is the ability to cope with change, to establish a new direction, and to get institutions and individuals to move in that direction. A vice-chancellor's job involves both management and leadership, but the latter is more important than the former. The key function of a vice-chancellor is to lead the university: to harness the social forces within it, to shape and guide its values, to build a management team, and to inspire it and others working in the university to take initiatives around a shared vision and a strategy to implement it. In short, a vice-chancellor should be an enabler rather than a controller. The job is 'to set the target that beckons' – a stretch target that drives the organisation forward by forcing innovation through deliberately creating a misfit between its ambitions and its current resources – and, having set it, to motivate people to hit it.

Leadership is inextricably linked to change: to describe a person who merely administers the status quo without changing it as a leader would be a contradiction in terms. The author draws upon his experience to talk about the process of leading change in an academic institution and suggests that to lead successful and sustainable change you need to do three things: create a sense of urgency, develop an appropriate vision and strategy and create a supporting infrastructure.

Creating a sense of urgency

Universities are pluralistic institutions with multiple, ambiguous and conflicting goals. They are professional institutions that are primarily run by the profession (i.e. the academics) often in its own interests rather than those of the clients and they are collegial institutions in which the vice-chancellor is less a CEO who can manage by diktat and decree and more a managing partner in a professional firm who has to manage by negotiation and persuasion.

Change is extremely difficult to bring about in an institution with these characteristics. So, a prerequisite for change is some pressure – often a threat from outside the institution – which convinces its members that change is necessary. These can be an official report which comments unfavourably upon the performance of the institution, poor financial performance compared with its direct rivals or the declining academic reputation of the university.

Developing a vision and a strategy

Since the chief task of a vice-chancellor, or the head of any organisation, is 'to set the target that beckons', this target has to be formulated in such a way that it can be stated briefly in a mission statement, documents, speeches and elsewhere. People will march for a phrase such as 'best in class', 'top international business school, the best in Europe', 'Access to Quality'; they will not march for a paragraph and, even less, for a page.

* George Bain, Vice-Chancellor, Queen's University, Belfast, UK (2004).

Visions should contain a degree of aspiration – indeed, an element of rhetoric. The rhetoric needed to be turned into reality, and quickly. Although people would march for a phrase, they will not march very far unless they quickly begin to see evidence that the march is producing results. In short, there have to be some 'quick wins'. Ultimately, however, more fundamental changes need to be introduced if the rhetoric is to become a reality.

Creating a supporting infrastructure

A sense of urgency, together with a vision and a strategy for achieving it, are important but not sufficient to bring about successful and sustainable change. You also need to create a supportive infrastructure. Such an infrastructure is composed of several elements, but four are particularly important: the managerial team; systems of decision making; systems for communicating; and systems for appraising and rewarding staff.

If vice-chancellors are going to spend most of the time leading, then they need to recruit others to do the managing. They need to put together a **group of managers** who have sufficient coherence to work together as a team, and sufficient competence and power to manage the change. Having appointed these people, they must delegate as much of the problem solving, committee chairing and other work to them as possible in order to avoid becoming swamped with detail and having too little time to perform the key function of 'setting the target that beckons' and motivating people to hit it.

To lead change successfully you need a **decision-making structure** that can respond rapidly to internal and external initiatives and pressures. This invariably means making the decision-making structures less hierarchal and complex.

Many change initiatives fail because the vision and the strategy are not **adequately communicated** to the staff whose commitment and support are crucial to their success.

Normal methods of communication – internal newspapers, meetings with deans and heads of school – are important, but the 'informal' is more important. Vice-chancellors need to get out and about both inside and outside the university. They need to visit schools and departments regularly, hold lunches and informal meetings with small groups of senior staff, new recruits and other natural groupings.

You cannot manage by 'exhortation'. You need to change behaviour – and, ultimately, attitudes and values – so that they support, rather than undermine, the vision and the strategy. And to do so requires **appropriate systems of appraisal and reward**.

New systems of appraisal – including 360 degree assessment for senior management – and promotion, which together linked the work of individuals much more directly to key institutional objectives need to be put in place.

Having appraised individuals and units, you need to motivate them by recognising and rewarding achievement not only by thanks, praise and status but also by money. You need to allocate resources – which will always be scarce – to units and to individuals on a performance-related basis.

Conclusion

In conclusion, vice-chancellors need to create an environment in which more people are prepared to take on the responsibility of converting ideas from words into action.

Making change work takes several years because successful change is sustainable change which is anchored in the culture – the core values – of the institution, and this does not occur until the changes have been demonstrated to work and to be superior to the old approaches and methods. Cultural change comes at the end, not the beginning, of transformation processes.

Vice-chancellors will not be able to create successful and sustainable change, however, unless they see themselves as leaders rather than managers. They must organise the university and themselves in such a way to have time to perform the leadership functions that are central to the role and that they are better placed than anyone else to undertake. Finally, if vice-chancellors want to create successful and sustainable change, then they should not stay in the job for too long. Strengths often become weaknesses: either you push them to excess, or the context which made them appropriate changes and you fail to change with it because your successes have made you conservative.

Hence vice-chancellors should heed the following advice: 'Aim to stay for ten years. Go after nine: result, sighs of nostalgia. Go after eleven: result, sighs of relief'.

CATHOLIC UNIVERSITY OF LEUVEN /
VLERICK LEUVEN GENT MANAGEMENT SCHOOL, BELGIUM

Strategic Partnership:
The Best of Two Worlds – How two Universities and a Business School Combine their Academic and Entrepreneurial Strengths (2003)

*Roland van Dierdonck and Marc Vervenne**

The case study illustrates the dynamics and underlying rationale of the partnership of three quite different Belgian higher education institutions (Katholieke Universiteit Leuven, Ghent University and Vlerick Management School I) thus creating a common international business school. It addresses the context of the project, the respective strategic intents of the institutions and their struggle to adopt a joint strategy, the crucial culture issues faced and the leadership challenges which came with the merger process.

More information can be downloaded from the EUA website, under the Institutional Development section (Leuven workshop).

UNIVERSITY OF AIX-MARSEILLE
INSTITUT D'ADMINISTRATION DES ENTERPRISES (IAE), FRANCE

A Case of Autonomy:
Sustaining Innovation and Daring Change in a Culture of Centralisation (2003)

*Patrick Rousseau and Maurice Saias**

This case describes the creation, the aims and the challenges of the management school of the University of Aix in France. It was founded as an innovative educational enterprise in the fifties, offering both graduate and continuing education. Over the years, it has managed to reinvent and position itself successfully in a complex national and international environment. It also discusses how to define a sustainable strategy that minimises tensions with the French university system and even obtains support from it. The main objectives, criteria and challenges by which the internal change process was led to obtain international visibility and credibility are considered.

More information can be downloaded from the EUA website, under the Institutional Development section (Leuven workshop).

*Roland van Dierdonck, Dean, Vlerick Leuven Gent Management School (VLGMS); Marc Vervenne, Vice-Rector, Catholic University Leuven (2003).
*Patrick Rousseau, Vice-Rector, University Aix III; Maurice Saias, Professor and former Director of Institut d'Administration des Enterprises (IAE) (2003).

Strategic and Systemic Change Management: The Role of the President

*Jürgen Lüthje**

Background

The University of Hamburg is one of the largest universities in Germany. As a highly centralised institution since the '70s, its faculties (Fachbereiche) had only weak authority, limited to coordinating teaching and learning. The Academic Senate of the university was responsible for academic affairs while the President and his administration practised a centralised management of all resources. The state administration ('Land') could intervene in the resource management and governed the university by planning decisions.

In the early nineties the public financial crisis and far-reaching budget cuts provided an opportunity to change to a more autonomous concept of university-governance. The ProUni-Case shows how a centralised, state-dependent university can strengthen its autonomy and enhance decentralized responsibility through strategic and systemic change management. A central question is: What is the role of the president as the leading agent of change?

Research

The research being conducted at the University is both broad and diverse in scope in parallel with the wide range of fields of study offered. This centre of research reflects the tradition and interests of Hamburg as a cosmopolitan centre of commerce. Very prominent is the large sector devoted to Languages and Cultural Studies, which has its roots in the 'Colonial Sciences'. It is a segment of an intensive academic occupation with the world outside Germany, which is evident in other fields of study, e.g., History, Law and Economics or in interdisciplinary regional studies, e.g., Africa, Latin America, and Eastern Europe. As a result of Hamburg's proximity to the ocean, very extensive research is being done in the areas of Marine and Climate Research with the research vessel 'Meteor'. These fields of research can in turn be classified as belonging to the more comprehensive field of Ecology and Sustained Environmental Development, to which numerous other fields of study (Soil Science, Forestry and Wood Science, Technical Chemistry, and also Law, Economics, Mathematics and Informatics) make main contributions.

Further areas of focus with a promising future at the University of Hamburg are Molecular Biology (Medicine and Applied Botany), Material Sciences (Microstructure and Nanostructure Research, Laser Physics), Information Technology (e.g., 'Artificial Intelligence') and Media Research. Basic research - the strong suit of university research - does not exclude the availability of practice-oriented know-how. A central Office of Technology Transfer is engaged in conveying knowledge to where it can find direct application, and thus provide economic returns.

Significant Results of ProUni-Reform

Project part 1: Image creation and control using target agreements

- Developing a model
- Model-based system of target agreements
- Target-based distribution of resources
- Reorganizing relationship between state and universities

*Jürgen Lüthje, President, University of Hamburg, Germany (2003).

Project part 2: Strengthening the faculties

- Developing new management model for faculties
- Expanding administrative responsibilities for faculties
- 'Student Centers'
- Restructuring faculties
- Offering qualifications for self-administrative functions
- Decentralizing exam administration

Project part 3: Reorganisation of the central administration

- Strengthening information technology
- Integral administrative service for faculties
- Human resource management and development
- Building management, operations
- New management and administration structure

Project part 4: Development of information, reporting and controlling system

- Comparing facilities, costs and performance with those of other states
- Commercial accounting, cost accounting and performance analysis
- Operations management
- Strategic management
- Strengthening internal and external communication /public relations
- Logo and corporate design
- Introducing ECTS (European Credit Point Transfer System)
- Introducing Baccalaureus/Bachelor and Magister/Master degrees
- Introducing credit points/concomitant exam systems
- Organizational consolidation of International Affairs
- Founding Transfer-Company

Leading Culture Change: Approaches and Implementation

*Massimo Egidi**

Introduction

The Italian University Reform tackled the most critical aspects of Italian universities. The traditional system of governance, in which the allocation of resources was based on centralized planning of human and economic resources, was preventing universities from developing a modern and really autonomous internal system of governance. Universities were afflicted with a blurred decision-making structure, a limited culture of strategic planning and evaluation, scant reliable internal information management, an administration system mainly oriented to the fulfilment of bureaucratic procedures, and poor institutional relations with stakeholders. By the mid-nineties, in view of the increase in autonomy of the Italian universities that the Reform was introducing, the need for transformation became evident. The purpose behind this increased institutional autonomy was to enhance quality competition in Italy by enabling the more dynamic universities to devise their own strategies and to promote training and research at international level.

In line with this Reform, the Rector of University of Trento proposed a new way to relate with local political, cultural and social institutions, the business world, present stakeholders and prospective allies at large. The identification of common interests and the resulting joint development programme gained broad attention and consensus.

The case illustrates the crucial impact that this strategy had on:

- the development of innovative projects in teaching and international level research
- the introduction of a 'supportive' goal setting and evaluation system.
- the reorganisation of the administrative structures and management systems.

Problem addressed

Although the situation at the University of Trento was a little better than in most Italian universities, a decision, in 1997, to participate in the Institutional Evaluation Programme of the then CRE (today EUA) forced them to analyse all relevant aspects of the university life starting from its mission and its system of governance.

The main suggestion from the experts was, above all, to reshape the design of the internal system of governance.

The transition from a centrally planned system of education to a decentralized one must support the rise of the culture of autonomous governance, by gradually introducing a system of incentives and reinforcing the emerging virtuous behaviours. In the short term, in the absence of a central assessment system for the allocation of resources, there is a persistent risk of negative effects, and a deterioration in quality which would severely undermine the validity of the public university system.

Approach taken

To be able to respond positively to the new threats, it was necessary to move from a University structure that concentrated on norms and procedures to a goals-oriented University structure.

This meant sharing with the academic bodies a clear strategy for increasing the international position of the University in research and education; to identifying new institutional partners and stakeholders and

*Massimo Egidi, Rector, University of Trento, Italy (2003).

strengthening the links with the old ones for supporting this strategy; and finally to broaden the financial portfolio, to compensate the reduction of resources coming from the central government, and to create a wide and stable set of external partnerships.

New instruments and new ways were needed to facilitate this process of change possible and to avoid the risk of remaining a pious thought:

- the introduction of a 'supportive' evaluation system, aiming at identifying not only areas of excellence, but critical situations as well, in order to find possible solutions for a general increase in standing of the whole institution.
- the introduction of a new, goal oriented approach in administration and the linkage of the expansion of the administrative staff to goals.
- the reorganization of the administrative structure, with a clear definition of functions and responsibilities, to match the newly focussed objectives and the general development plans.

Special attention was given to the process of internationalisation both in education and research through the funding of double degree programmes both at undergraduate and doctoral level, of a multicultural programme to attract foreign students, of contracts with visiting scholars, of research networks mainly with the German speaking countries.

The University commitment to this change contributed to a positive change in the attitude from the local partners. A similar cooperative approach was employed, not without difficulties, in the relations with the numerous research institutions operating in the region. While internationally renowned, these failed to spread innovation. The local economy is almost entirely made up of mainly small tertiary and productive enterprises in agriculture and tourism with no industrial or innovative district while having great potential for such a development based on local research institutions. The response of the University to the expectations of the local economic world, in view of framing an innovative district, led to the joint identification of new areas of development and the empowerment of already existing ones. Attention was given to education through agreements on subjects and degree courses on training initiatives and life-long learning.

Priorities in research were given to joint development of new areas and joint access to national and international funding through networking, and to the creation of consortia. Plans were drawn to create a Foundation to favour the exploitation of the results from University research (Intellectual Property Rights) and to foster technology transfer and the creation of spin-offs. Specific care was taken in the definition of new regulations on intellectual property and code of conduct (ethic) to clarify the relationships with external partners.

Achievements

Positive outcomes are the strong increase in the resources attracted by research departments, based on co-financing rules and international networking, and the increased potential for attracting foreign students and researchers thanks to the investment in the internationalisation process, the introduction of a new accounting system for supporting a clear resources allocation and a good access to external research funding; a research evaluation system, as basic element for development and for a rational resource allocation.

Although the University of Trento now has the instruments and experience to cope with the European policy in education and research, this innovation process is still under way and there are problems yet to be solved. A quality culture needs to pervade all areas of university activities and access to external resources must be further increased and alliances with stakeholders must be strengthened. Above all, the University of Trento needs to enshrine the process in its Statutes since, at some point, the Rector will step down, and processes should be thoroughly institutionalised before then.

Managing a Merger: Making it Work for a University Community

*Roderick Floud and Frances Corner **

The Creation of London Metropolitan University

The merger which created London Met arose from a discussion between the executive heads of London Guildhall University and the University of North London. In the prevailing and foreseeable circumstances of British higher education, both of the two existing universities were too small and under-capitalised and a merger would allow them better to serve their students and their communities.

A detailed business plan was prepared and financial support secured from the Higher Education Funding Council for England (HEFCE). One of the first stages was to agree a mission statement, setting out the objectives of the new institution. These are, in brief, to be a University for London, to promote social inclusion through the provision of excellent education and training.

In advance of the merger, a joint committee agreed that the new university would have a flat management structure. There would be no faculties, but quite large academic departments whose heads would report to one or other of three deputy vice-chancellors as would the heads of the 'professional service departments'. This reflected a transitional phase during which the University has two heads: the vice-chancellor responsible for academic affairs and external relations and the chief executive responsible for finance, human resources and other internal management activities. The Executive Group of the University as well as a number of heads of department were also appointed ahead of the merger.

A number of events and a major publicity campaign were launched to establish the name of the new institution in public consciousness. As a result, the name 'London Met' has been well-received and is increasingly well-known.

One of the largest tasks was to devise a combined programme of undergraduate and postgraduate courses. It was also necessary, of course, to plan and implement new merged systems for finance, human resources, student records, libraries, computer systems, websites etc. These systems were then introduced over the period up to the autumn of 2003.

The progress of the merger is monitored through a system of 'milestones' which represent progress towards a series of targets which have nearly all been achieved. Eighteen months after the merger, the university is in a good state, having achieved a financial surplus of nearly £3 million pounds in its first year of operation. Student recruitment, in a very competitive market, does not seem to have suffered and staff seem to enjoy the task of devising new systems and academic programmes.

Human resource aspects of the merger

Merging two institutions inevitably means that there will be an overlap of some services and staff. It was decided that the new institution would have two heads for an interim period and to follow a process of 'assimilation' i.e. offering job-sharing or alternative jobs to staff displaced by the merger. This has generally been satisfactory.

A merger presents a one off opportunity to rethink what a department stands for and to present a new dynamic to the external world. A department merger isn't just bolting together two new sections and hoping that will work. There has to be a new entity created that is more than the sum of the two previous

*Roderick Floud, Vice Chancellor and Frances Corner, Head of Department, London Metropolitan University, UK (2004).

parts. One of the great challenges is to quite swiftly bring staff together. They then have to be challenged to consider, realistically, what the new department should become, what is needed to make that new vision a reality and what might be needed to realise the vision and ensure it makes an impact externally. The reason this new vision needs to be considered immediately is that it provides a structure, a focus to planning and stops a vacuum developing where staff will focus on the negative aspects of change.

There is a range of internal and external relationships that have to be managed in a merger. If the department is viewed as the internal structure, the university itself presents a whole range of relationships for the department to negotiate. Then there are the further external alliances and partnerships outside the University context that need to be developed. One of the difficulties faced by a merging department is that there are no established and fixed University systems and procedures to help support the department's work. If the merger is taken seriously and seen as an opportunity to build a new institution at all levels then everything is up for review. A careful line has to be drawn by department heads in terms of supporting the university's new systems whilst ensuing they don't undermine the future needs of the departments, their academic needs and the proper workings of the department.

In terms of the external links, there are series of new alliances to be developed or existing partnerships that have to be renegotiated as the newly merged department has a different focus.

Managing effective communication in the context of merger is probably one of the most difficult and crucial tasks facing senior staff. Despite the best efforts staff feel under consulted, suspicious, nervous of senior managers' motives, uncertain about their own personal futures, and questioning about the future direction of the university. The challenge is to harness the energy of the merger and the positive views of those staff who are supportive and embrace change. It means working closely with senior managers to make sure that they too are aware of the issues. It also means allowing staff to go through the necessary cycles associated with significant change and make sure staff feel they are being listened to, without allowing the direction, purpose and agenda of the university to be undermined or put off track.

Conclusion

The theme running though out this case study is the necessity to plan, implement and motivate change. The planning is critical so that staff feel that the merger has a real philosophical direction and purpose: it is more than just a coming together of two institutions for economic reasons. For academics there needs to be real educational and subject gains to be had. The implementation is a further challenge. Real practical, legal and logistical problems constantly collide. There needs to be constant reworking of plans to keep the implementation on track. Similarly, keeping staff motivated can be difficult.

Plans are constantly being reviewed; the work load is probably double for some staff in the first couple of years, whilst some staff are cynical and undermining of the goodwill and energy of others. These factors require constant adjustment and energy on the part of all senior staff.

Developments in University Governance in the UK: a Focus on Institutional Performance

Allan Schofield *

Universities in the UK have always enjoyed considerable autonomy in comparison with those in many other European countries, and partly as a result there has been long standing interest in how universities are governed and whether their systems of institutional governance are effective. The legal independence of UK universities has meant that there is an explicit institutional responsibility to ensure that effective systems of both governance and management are in place, and that public funds provided to universities are being spent wisely. The detailed constitutional and regulatory arrangements by which universities are governed vary between different types of institutions, but a number of developments are taking place which mean that change in the practice of governance is widespread in most UK universities.

For almost all UK universities, governance has traditionally been based on a model which distinguished 'academic' governance from 'corporate' governance. The former has typically been carried out through a senate or academic board consisting primarily of staff, thus ensuring that collegiality was generally maintained and that decisions on academic issues were taken by academic staff. On the other hand, corporate governance has usually been conducted by a board of governors or university council (the terms vary, and in the USA the equivalent body would be the board of trustees) which has had explicit responsibility for all issues concerning resources and ensuring that the institution complies with its legal and regulatory duties. In practice, there is a potential tension between the two mechanisms as the boundaries between them frequently become blurred, particularly on issues concerning academic resources.

The distinction between 'academic' and 'corporate' governance was further confused in 1992 by legislation which required all universities created after this date to give explicit responsibility to their governing bodies for 'determining the educational character' of the institution. Other changes introduced at the same time for these 'new' universities were smaller governing bodies (a maximum of 25) with a majority of external members, and a prohibition on internal staff and student members attending designated sub-committees (for example, those dealing with staffing policy where a conflict of interests might exist).

More recently, many universities have also found that systems of academic governance have struggled to come to terms with the changing nature of modern university life and greater entrepreneurship. Whilst responsibility for core issues such as course approval and validation, assessment, and academic standards and quality have largely been retained, collegial approaches to determining academic policy have significantly declined in many universities. Numerous factors account for this including the need for rapid decision making to seize external opportunities, coupled with a general move to devolved budgets by which heads of academic departments (or equivalent) become resource managers and tend not look kindly on those in other subjects trying to impose constraints on their activity.

The growth of importance of corporate governance in universities has also occurred for a number of other reasons, most of which are external to institutions. In the UK these include:

- An increase in the requirement for universities to demonstrate accountability and value for money for the use of substantial public funding.
- Government expectation that universities (along with other public bodies) should strengthen corporate governance to match improvements in the UK private sector (which is generally recognised as an international leader in this area).

* Allan Schofield, Director of The Higher Education Consultancy Group and Programme Manager of the Leadership Foundation's Governor Development Programme, UK (2006).

- The policy of the UK government that the public sector needs 'modernising' and that universities cannot stand aside from this.
- The growth of competitive pressures on universities both national and global, including in England the implications of the introduction of student fees from 2006-7. In a very real sense UK universities now compete for students, research income, and other funding and ensuring institutional reputation is an increasingly important corporate concern in order to maintain a prominent position in the higher education market place.
- The managerialisation of higher education whereby good governance and management is seen as a positive virtue - although the argument remains contested by some.

Such factors have inevitably tended to focus more attention on corporate governance and the role of the governing body and at the same time weaken (in most universities) the power of senates. This trend raises numerous issues, not least the extent to which the institutional ambiguities which are created are actually recognised by members of the respective bodies. As a result, in some universities changing their approaches to governance in order to respond to such pressures has been controversial, with a feeling that existing systems were at least adequate and that the benefits of the new arrangements were unproven.

However, one reasonably straightforward example demonstrates that in a market oriented higher education system, the convenient and traditional distinction between 'academic' and 'corporate' governance can no longer apply. For many UK universities international activities represent an important part of the academic portfolio, involving full fee international students attending UK programmes, income from franchise programmes run in cooperation with universities in other countries, and a wide range of other collaborative activities. Therefore what was a few years ago an almost entirely academic issue, has now become an significant income generating activity whilst retaining important academic aspects (for example, how international students obtain suitable support, and their experience of learning and teaching). The failure of universities to reach income targets for international activities represents a serious financial risk which is the responsibility of the governing body and not the senate/academic board. It follows that an aware governing body (with the support of the executive) will want to develop an international strategy and then monitor its achievement. This, and other similar examples, suggest that an effective governing body will want to examine closely many aspects of the academic enterprise, whilst ensuring that those areas in which it should have no role (eg curriculum and assessment) are clearly defined. Similar pressures are reported in the USA.

Coupled with such trends in corporate governance is a separate but related issue: that many universities feel strongly that they have been over-regulated in the last few years, and that the 'bureaucratic burden' of complying with an increase in government regulation has been too great. Partly as a result of this, in England the Higher Education Funding Council is currently engaged in implementing a policy which may lighten the regulatory reporting requirements on universities in exchange for their governing bodies demonstrating that institutions have effective internal mechanisms in place for ensuring accountability. Such steps were encouraged by a generally favourable independent report on the state of governance in UK universities undertaken in 2003, which has created a political climate in which government and the higher education funding bodies have increasing confidence in the quality of governance in most universities, and are also willing to provide funding to support innovations to further enhance its quality.

For example, some of the steps most recently taken to enhance governance in higher education include:

- The formation of the Leadership Foundation for Higher Education with a remit to provide expert support and advice on leadership, governance and management at all levels within universities. One of its activities relevant to this paper is a programme of seminars and events for members of governing bodies in order to increase their personal effectiveness as board members.

- A substantial fund (the Leadership, Governance and Management Fund) operated by the Higher Education Funding Council for England to support innovation within universities.
- Work undertaken by the Committee of University Chairmen (CUC), a membership organisation consisting of those who chair meetings of university governing bodies.

Of particular note is that in 2004 the CUC published a comprehensive 'Guide for Members of Higher Education Governing Bodies in the UK which defined what it saw as core good practice in a number of important areas of governance. These included: proposals for smaller governing bodies (a maximum of 25); the careful recruitment and selection of external members (who should be in a majority); the definition of key governing body responsibilities, including approving institutional strategy and measuring subsequent performance; and subjecting all aspects of governance to regular effectiveness reviews. The Guide also contained a voluntary Governance Code of Practice based on the central notion that the governing body has unambiguous responsibility for matters concerning the university. This has subsequently been adopted by all the key stakeholder bodies as the basis on which the adequacy of governance should be assessed. Institutional compliance with the Code is advised but not required, however institutions choosing not to adopt elements of it must explain why not and what alternative approaches are used. This 'comply or explain' approach is now widely used in governance in the UK across all sectors, as a way of encouraging the adoption of good practice whilst providing some flexibility in what is appropriate for particular institutional settings.

The recommendation in the 2004 Guide that governing bodies should undertake regular effectiveness reviews has given rise to interesting developments in some universities. The nature of the reviews undertaken appears to have varied considerably, ranging from relatively cursory activities based on board discussions at 'away days' through to substantial consultancy assignments undertaken by recognised external experts in the field. However, overall it is clear that a significant number of universities are working hard at improving further the quality of corporate governance using the Guide as a springboard for action.

Notwithstanding such developments, a number of potentially difficult issues concerning governance generally remain to be tackled, and further changes are likely over the next few years. These issues can be summarised under three related headings. The first involves a set of practical issues concerning the membership of an effective governing body, and particularly external members. Currently board members are not paid and give their time on a voluntary basis. However, the increasing responsibilities of governing bodies means greater time commitments for those involved, and some (not all) universities are finding it difficult to find external members with the right level of experience and expertise. When coupled with the need to ensure a diverse membership in terms of gender and ethnic background, some universities are starting to discuss whether the voluntary principal for external board members should be abandoned and remuneration of some kind introduced. Although the idea is not currently favoured within most universities, in the long term it appears almost inevitable in relation to the workload and responsibilities involved, and is likely to change significantly the character of governing bodies.

The second area of difficulty stems from the view of those institutions who think that governance reforms have not gone far enough, and wish to introduce small high performing governing bodies that would be quite close in operation to the boards of private sector companies. In general, those taking this view find the current membership of boards too large for effective meetings (even at the new reduced size as suggested by the CUC), and also see the membership of staff and students as a constraint on taking a rigorous strategic view of institutional sustainability. However, although potentially more efficient in operation, it is likely that such a board might struggle to convince the higher education funding bodies and other stakeholder groups of its independence from the university executive.

The third possible difficulty is argued by those that take a completely opposite view from those who want smaller boards, and that is to question the extent to which boards with a majority of external members can

ever be informed enough about university affairs to provide an adequate check on a misguided or overambitious executive. In support of this argument they cite the relatively few cases when severe governance problems have occurred, and where it was either internal members or more general protests in the institution that led to action being taken - in some cases by the relevant funding body who had no alternative but to intervene. Whatever the overall merit of this view, it does clearly identify the need for a high standard of carefully recruited external members coupled with a high quality and independent secretariat, if governance arrangements are to command broad institutional and stakeholder confidence.

The Role of the Governing Body in Performance Measurement

A recent practical application of the increased attention to university governance in the UK is that the role of the governing body in relation to the measurement of institutional performance has become much more explicit. It is widely known that for some years UK universities have had explicit processes for measuring aspects of institutional performance (for example, through the research assessment exercise - the RAE). Such activities have given rise to approaches such as benchmarking to enable institutions to compare their performance with those of other relevant universities, with all the consequent difficulties of measuring performance between institutions. What is relatively new is that there is now an expectation that governing bodies will have a central role in ensuring that effective institutional performance measurement takes place, and that they will be expected to hold the executive to account for its delivery. In some universities this is not a new development, but in others performance measurement has primarily been the domain of senior university managers with the governing body perhaps discouraged from looking too closely at the issue of how overall institutional performance could be enhanced.

Because of the centrality of institutional performance measurement to UK higher education, the CUC has recently commissioned a study on the use of key performance indicators (KPIs) by governing bodies. It asks why governing bodies need KPIs, and concludes that the breadth and complexity of activities in a large modern university are such that performance in key areas for future institutional sustainability cannot be adequately monitored unless agreed indicators are in place and are regularly measured. The report argues that because the governing body has ultimate responsibility for approving institutional strategy then the associated KPIs must also be determined by the board, although in a well run university they are likely to be based on recommendations from senior managers and should provide a united view about what should be measured from both the executive and the governing body. There is - correctly - no suggestion in the CUC report that the governing body should be involved in the detail of data collection, nor that their role should conflict with the management responsibilities of the university executive, but rather that 'governors will be conscious that they can only exercise responsibilities by working in partnership with the executive officers of the institution… based on a clear understanding of the different roles (and mutual inter-dependence) of governors and executives'.

In summary, the CUC report suggests up to ten areas where governing bodies need to determine KPIs: institutional 'sustainability' (that is its future viability in the face of market pressures); academic profile and market position; the student experience (including the quality of learning and teaching); research; knowledge transfer; financial health; estates and infrastructure; staffing and human resource management issues; governance, leadership and management; and institutional projects. In all cases the intention is to develop institutionally specific indicators which are central to the achievement of strategy and mission, and where possible for the KPIs to focus on output or outcome measures. What is explicitly not proposed is the use of indicators for public purposes, or for national inter-institutional comparisons. Indeed, there is widespread concern about the media producing so-called 'league tables' of aspects of institutional performance, irrespective of the statistical reliability of the data or the methodological difficulties of doing so.

The development of such KPIs and the involvement of a governing body in institutional performance measurement raises a number of interesting challenges, including the amount of detail provided to boards

and the extent to which often highly specialised information can be presented in a succinct and helpful way to board members. To do this, a number of universities are using approaches such as the balanced score card , often coupled with so-called 'traffic light' systems whereby coloured indicators are provided in board papers to enable members to see at a glance how specific indicators relate to intended performance. Of course, such issues also relate more broadly to the overall business of governing bodies, and all universities in the UK have specialised secretariats whose function is to provide boards with the information they require, and in a form that is appropriate.

Conclusions

As a result of the developments briefly summarised above, there is currently substantial activity in many UK universities in reviewing the effectiveness of governance arrangements in individual institutions. Some universities see strong advantages in ensuring good governance and are in the vanguard of introducing changes that mean the governing body operates as a genuinely effective board in ensuring institutional health, whilst avoiding being drawn into the more operational issues which remain the responsibility of management. Conversely other universities have found it difficult to abandon a traditional stakeholder model of governance, where governing bodies were less proactive and met only three times a year (and often briefly).

Such activity has led to increasing interest in the question of what constitutes an effective governing body, and what potential value can such a board bring to an academic institution? More research remains to be done on this topic, but it is clear that a variety of factors are relevant and that some pre-conditions need to be in place. These include (but are not limited to): a governing body committed to enhancing its effectiveness and support from the vice-chancellor for it to do so; high quality governing body membership; and specialist administrative support to ensure that suitable information flows are in place to support board decision making.

However, the existence of such pre-conditions is unlike to be enough to ensure a high performing governing body. Rather what is required is more attention to the processes of decision making that actually happen in governing body meetings, the ways that meetings are run and chaired, the skills required by board members, and the interactions between them that together result in high board performance overall. The UK is likely to see significant applied research in this area in the next few years, and it will represent an important next step in identifying practical ways that the effectiveness of university governance can continue to be enhanced.

UNIVERSITY COLLEGE DUBLIN, IRELAND
Experiences of an Elected Dean in a University with a Collegial Tradition

*Michael Monaghan**

This case study describes an experience of maximising the chances of success in managing change. It describes how open participative processes, which encourage a collective sense-making and during which divergent views are expressed, can result in major changes of direction. It also stresses the importance of constant communication of the leaders with their colleagues, including daily informal conversation, in the successful achievement of change. The author also gives valuable advice in what to avoid and shows how he prepared for the role and the tasks of an elected leader in an academic institution. More information can be downloaded from the EUA website, under the Institutional Development section (Dublin workshop).

* Michael Monaghan, Dean of the Department of Large Animal Clinical Studies, Faculty of Veterinary Medicine, University College Dublin, Ireland (2004).

2. INTERNATIONALISATION: A CHANGING BALL GAME

Leading and Managing Internationalisation in Universities

Robin Middlehurst *

Introduction

In a recent survey undertaken by the International Association of Universities (2005) with more than 500 responses, 73% of responding institutions claimed that 'internationalisation' was becoming more important for their institutions while none said it was of no importance. A similar picture emerged from government responses to the same survey. Of course, 'internationalisation' means different things in different parts of the world and individual institutions are at different stages of development in their process of internationalisation. This chapter offers a brief introduction to the context for internationalisation in higher education today, some conceptual frameworks that can act as a guide to practice and examples of institutional strategy and practice taken from the UK.

Context for internationalisation

International perspectives and international engagement are not new phenomena for universities. The idea of a university is understood across countries and many features of universities are shared (Barnett, 1990; Smith et al, 1999). For centuries, too, scholars have sought and disseminated knowledge from many countries while students have travelled to centres of learning by crossing national borders. The context for internationalisation in contemporary universities has elements of continuity with the past, particularly in the university's core tasks of research and education. But internationalisation today is also different in scale, scope and intensity as well as in some of its rationales. As Scott suggests (Scott, 2000) internationalisation is now taking place within the wider context of globalisation, meaning a context in which 'the main global exchanges of trade, labour, finance and ideas [are pursued] with a strong focus on global scope and global intent' (MacGillivray, 2006, p.9).

Globalisation is a phenomenon that affects all sectors of society and which has an impact on organisations, groups and individuals in their personal and professional lives. Given the role that universities and other higher education institutions play in relation to research, education, knowledge transfer and service to the community, institutions are important agents in helping individuals and groups to understand the impacts of globalisation and to mediate its effects. 'Internationalisation' in its contemporary sense can be used as a vehicle for dealing with several aspects of globalisation that impact on the university, its students and wider constituencies.

Internationalisation as a framework for action

Scholars who have studied developments in international higher education for a number of years (Ellingboe, 1998; Knight, 2004, de Wit, 2002), periodically report changes in approach to such developments at institutional - and more recently national - levels. Current developments reflect change across several dimensions of the university including core functions (education, research) and supporting functions (ICT, human resource development, funding, marketing). Two particular shifts are worth noting, first, a shift from individually or departmentally generated international activities to a stronger focus at institutional level; and second, a shift from disconnected international activities to a more integrated approach across the university. The table below offers illustrative examples:

* Robin Middlehurst, Professor, University of Surrey & Director, Strategy, Research and International, Leadership Foundation for Higher Education, UK (2007).

Table 1 Developments in institutional approaches to 'internationalisation'	
From	To/and...
▪ Research collaborations (international research projects)	▪ Educational collaborations (joint degrees, international consortia)
▪ International partnerships initiated by individual academics and academic units	▪ International partnerships initiated at institutional level
▪ Ad hoc and opportunistic linkages	▪ Proactive search for partnerships offering strategic benefits
▪ Range of uncoordinated activities	▪ Focus on integrating initiatives

These changes in approach are captured in Jane Knight's recently updated (2004) working definition of internationalisation that is frequently quoted in institutional strategy documents:

'Internationalisation at the national/sector/institutional level is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education'. (p 11)

This definition is useful in that it highlights several elements of current (and aspirational) approaches to internationalisation including:

- the *purposeful nature* of actions aimed at internationalising an institution;
- internationalisation as *a process of development* that may take time and require attention to a number of elements (such as mission, core functions - teaching and research - as well as methods and locations for the delivery of higher education);
- internationalisation as *multi-dimensional,* potentially covering international activities (at home and abroad), intercultural activities (at home and abroad) and global dimensions;
- *a need to integrate* previously disparate activities in order to achieve added benefits.

Where Knight offers a definition of internationalisation, de Wit (2002) provides a cogent argument for adopting both a definition and a framework for internationalisation to guide strategic direction and operational activity. He says, 'It is not helpful for internationalisation to become a catchall phrase for everything and anything international. A more focused definition is necessary if it is to be understood and treated with the importance that it deserves… Internationalisation needs to have parameters if it is to be assessed and to advance higher education. This is why a working definition in combination with a conceptual framework for internationalisation of higher education is necessary'. (p. 114)

Knight and de Wit provide several frameworks to guide institutional approaches to internationalisation. For example (see Table 2), they have examined institutions' rationales for international activity and engagement, noting a variety of rationales for internationalisation that can apply at national as well as institutional levels.

Table 2
Typology of institutional rationales for internationalisation

Rationales	Constituent elements or focus
Social and cultural	National cultural identity Intercultural understanding Citizenship development Social and community developme
Political	National security Peace and mutual understanding National identity Regional identity
Economic	Economic growth and competitiveness Labour market Financial incentives Income generation
Academic	International dimension to research and teaching Extension of academic horizons Institution-building Profile and status Enhancement of quality and curriculum development International academic standards Research collaborations
Competitive	International branding and positioning Strategic alliances Knowledge production Knowledge transfer
Developmental	Student and staff development Institutional learning and exchange Capacity building Technical assistance

Knight and de Wit have extended their analysis of rationales for internationalisation to consider different institutional approaches to internationalisation (as in Table 3). This offers institutions practical examples of what activities might be pursued. The table is also useful in highlighting the difference between activities related to 'internationalisation at home' and 'internationalisation abroad'. The former may include internationalisation of the curriculum, the implementation of the Bologna process, encouragement for the acquisition of language skills for all students, study exchanges and recruitment of international staff. The latter may include strategic alliances with overseas' universities, twinning arrangements and joint degrees, distance learning programmes and development of centres or campuses abroad.

Table 3
Typology of institutional approaches to internationalisation

Institutional approach	Description of internationalisation
Activity	Activities such as study abroad, curriculum and academic programs, institutional linkages and networks, development projects and branch campuses
Outcomes	Desired outcomes include student competencies, increased profile, more international agreements, partners or projects, competitive advantage
Rationales	Primary drivers including academic standards, income generation, cultural diversity, student and staff development
Process	A process whereby an international dimension is integrated into teaching, learning and service functions of the institution
At home	The creation of a culture or climate on campus that promotes and supports international or intercultural understanding and focuses on campus-based activities
Abroad (cross-border)	Cross-border delivery of education to other countries through a variety of delivery modes (face-to-face, distance, e-learning) and through different administrative arrangements (franchises, twinning, branch campuses)

UK examples of internationalisation strategies and practice

Recent research undertaken for the UK's Higher Education Academy (Middlehurst and Woodfield, 2006) identifies a range of strategic approaches to internationalisation in UK universities and colleges. Strategies were characterised in terms of:

- a targeted approach, focusing on research and educational opportunities in particular countries or regions
- a niche approach: concentrating on the delivery of programmes, subjects or types of provision (eg distance-learning) for specific markets (such as post-graduate Masters' level or short courses for professionals or businesses)
- mutual benefit: a partnership approach where benefits are shared and negotiated on equal terms
- opportunistic: international activities of various kinds developed in a wide range of countries as opportunities arise so that risk is spread
- a cultural approach: internationalising the campus through staff and student development
- holistic: seeking to integrate activities and incorporate an international dimension across all institutional activities to achieve a competitive edge.

Within these broad approaches, different institutions are pursuing strategies that fit with their mission and their desired positioning in both a national and global context. For example, some institutions such as Oxford or Cambridge seek to maintain a position as 'global players', that is, international universities with a global reputation. Others seek to enhance their profiles as international research-led institutions within international league tables (UCL, Warwick) while institutions with a local or regional focus are seeking to build an international approach into their domestic activities. In the context of globalisation, no institution can afford to ignore pressures for internationalisation.

Some of the components of UK strategies include the following:

- *Overseas' campuses*: University of Nottingham, Westminster, Liverpool
- *International divisions*: UCL, Warwick, Middlesex Universities
- *Collaborative provision with key partners*: Coventry, Central Lancashire, Derby Universities
- *University-Business partnerships*: Heriott-Watt, Liverpool, Leicester, Nottingham Trent Universities
- *International consortia*: York, Leeds, Birmingham, Bristol, Edinburgh, Glasgow, Oxford, Cambridge, Manchester, Southampton Universities
- *Distance-education focus*: OU, University of London (external), Heriott-Watt university
- *Curriculum-focus*: Bournemouth, Leeds Metropolitan, Salford Universities.

Leadership, management and governance challenges

Moving towards greater internationalisation poses a range of challenges for institutional leaders and managers. Some of these are unique to the process of internationalisation while others are common to other kinds of organisational change. Table 4 gives some examples of these challenges

Table 4
Leadership and management challenges of internationalisation

	Type of challenge
Leadership	Developing leadership capacity, developing international 'mind-set', negotiating & co-ordinating across levels: national/regional, consortia, institutional (local & overseas), developing capacity of faculty and support services
Governance	Dealing with national & international regulatory frameworks, identifying & analysing institutional risk, financial & quality monitoring
Management	Developing specialist knowledge & expertise, developing knowledge management systems, resource acquisition & deployment, scenario planning, project management, developing metrics for internationalisation

In addition to the challenges listed here, there is also the challenge of re-organisation and re-orientation of structures and roles. At a local level this may involve the development of new international divisions or directorates and the re-orientation of an international office. It may also include the appointment of new executive posts such as a Director of International Development or Vice Rector with such responsibilities as well as regional specialists for different parts of the world. Overseas' developments can also include new structures such as the opening of centres, building of campuses, or sharing of sites and operations. New contracts may be needed for joint ventures, the employment of agents or the appointment of overseas' staff. While these developments can happen independently in the short-term, the ultimate challenge is integration so that the risks, opportunities and benefits of internationalisation flow across all parts of the university.

Conclusion

'Internationalisation' as a concept and strategic approach has risen up the agenda at national and institutional levels. In the context of 'globalisation' and the challenges facing countries and individuals, few if any, universities can afford to ignore the process of internationalisation. However, there are significant challenges associated with the process. This chapter has outlined useful frameworks for approaching internationalisation and has offered examples of strategies and practice that are currently under development in the UK.

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THE FRANCE ATLANTIC UNIVERSITY NETWORK – (RUOA) &
THE REGIONAL REPRESENTATION OF THE THREE REGIONS OF BRETAGNE,
PAYS DE LA LOIRE AND POITOU-CHARENTES (2006), FRANCE

Working Through a Regional Consortium and Regional Representation for the Strategic Benefit of the Institution

Laurence Gareaux and Ségolène Martin *

This case study describes the work of the France Atlantique University Network (RUOA). This is a major tool for nine universities in those regions for exchanging information, coordinating scientific and educational policies on an interregional scale, mutualising (expertise, resources), and implemention of common projects. Since this contributes to develop territorial visibility & coherence, it is supported by a number of local and national partners, in particular a collaboration has been fostered between RUOA and the Regional Representation Offices in Brussels. More information can be downloaded from the EUA website, under the Institutional Development section (Brussels seminar).

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Is Your University Represented in Brussels?

*Howard Davies **

Of course it is, if you are a member of EUA!

Following the merger by which it was established in 2001, EUA moved its headquarters from Geneva to Brussels precisely in order to be able access and influence the policy-makers and decision-takers who operate at European level.

The move allowed EUA to cover the headline higher education policies – both EU and inter-governmental – in greater depth, as well to offer capacity-building services and opportunities for participation in funded project work. Even so, it works as a sectoral NGO, representing a wide range of institutions and national bodies and establishing a consensus among them. It cannot easily deliver customised services on a consultancy basis.

But your university has other routes to the policy-makers. After all, your national government has a presence in Brussels, either as an EU Member State with a permanent representation or as a third country with an embassy. If you are inside the EU, your region will have elected members to the European Parliament; your country will have nominated members to the Committee of the Regions and to the Economic and Social Committee.

More than that, you may also be represented by your regional development agency. You may be a participant in one of the major higher education consortia which have secretariats in Brussels. You may even have a high-placed alumna or alumnus who will act on your behalf.

But do you have your own chargé d'affaires; either in your permanent employ or contracted on a consultancy basis? Probably not. The number of universities maintaining a dedicated office in Brussels is very low.

This is surprising – in view of the importance of the structural funds, the framework research programmes, the flagship ERASMUS programme, and, beyond all these, the speed at which European HE systems are converging. For all of these Brussels is the hub. Even the Bologna Process, which is technically a movable feast, rotates around Brussels: all of the driver NGOs, including EUA, are already there or soon will be.

On the other hand, the low incidence of dedicated university offices in Brussels is wholly unsurprising. There are at least three good reasons for this.

First, university administrations across Europe are striving to manage processes of rapid change, most of which are mediated through national or regional governments. For most rectors, the horizon of the policy and funding authority lies at the national border. Gathering intelligence and attempting to influence the course of events is more than a full-time job for more than a single senior manager. Pressure of work makes it is easy to under-estimate or to misrecognise completely the importance of advocacy in Brussels.

Secondly, many universities have yet to integrate their strategic planning and technical assistance capacities to a point at which their European projection can be said to be holistic. Fragmentation has been the order of the day. Curriculum development, recruitment, student and staff exchange, research, regional development, governance – it is rare to find a university which can convincingly claim to manage all of these in synergy and with strong European focus. This is now beginning to change – as Bologna principles come to be enshrined in national legislations and as national funding levels tend to drop.

* Howard Davies, Head of European Development at London Metropolitan University, UK and senior adviser to EUA (2006).

Thirdly, despite the attempts of the EU institutions to promote transparency, the ways and means of Brussels remain pretty opaque. At which point in the decision-making process is it most easy to influence the outcome? What does co-decision mean in practice? How is it that the EU has exclusive legal competence in the area of professional qualifications, for example, while having much more limited competence in the field of academic qualifications frameworks and quality assurance? And how does this scatter of levels of competence get to be expressed in the working organisation of the Council of Ministers? There are many questions – and it is worth asking who in your institution might be able to answer them.

But let's take a step back. Why would your university want answers to these questions? Well, it's clear from the Communications issued by the Commission, as well as the positions taken by a number of national governments, that the European Higher Education Area will come into being in 2010 as a competitive environment.

The EHEA will compete with other global regions, while within it individual institutions will compete with each other at regional, national or transnational levels, according to their profile and aspirations. If collegial values survive, it is likely to be to the degree that they can compose with competitiveness and enhance it.

Distinctiveness of mission, diversity of revenue streams, desirability as consortial partner, and so on – all of these will depend on successful projection at European level. Projection in turn depends on sound market and policy intelligence, on the capacity to adapt mission to context and context to mission – and therefore on access to policy-makers. It is difficult to achieve this without some agency in Brussels. But if competitive advantage is important to you, having your own eye, ear and voice in Brussels is worth serious contemplation.

And if you chose to employ a dedicated representative, what would that person's main tasks be?

Some of the answers have already been given: to bring into contact and to activate the various strands of representation that already exist; to make sense of the Brussels maze and to communicate that sense to you; to identify the points of intervention most appropriate to your institutional mission; to seek out early-stage opportunities to influence policy development and, by extension, funding possibilities; to service a portfolio of those of your colleagues whom you consider to be the most Euro-significant; and so on. The list is yours to construct according to your needs and circumstances.

Of course, there will be a financial cost – measurable mainly in terms of physical distance from Brussels and the cost-of-living differential. And the benefits may be intangible rather than tangible. Indeed, they should be, if you wish your chargé d'affaires to fulfil a strategic rather than a revenue-referenced remit. The cost-benefit relationship may become apparent retrospectively, but never with bottom-line clarity.

How therefore to proceed?

First, make it clear that your representative has an input to strategic thinking at the highest institutional level. He or she sees what cannot be seen from your own vantage point. He or she is not tied to short-term quantifiable revenue targets, but has freedom to act intuitively in the light of what is visible in Brussels.

Moreover, he or she is not in Brussels to duplicate the work of your in-house technical assistance agencies; on the contrary, he or she operates in tandem with them and helps you manage them more effectively. The task of ensuring that they are not uneconomically fragmented, that they are resourced materially and intellectually, falls to you.

It's true that vertical segmentation is characteristic of the Brussels bureaucracies, but this does not mean that your institution should mimic them to its own detriment. On the contrary, the architecture of Brussels makes it easy to carry intelligence to those from whom intelligence is sought. Indeed, this will be the basis of your representative's modus operandi.

However, to assist him or her, you should do all you can to secure accreditation from the highest level. In practice, this will normally mean an introduction to the senior dignitary or official, from your country, serving in Brussels. This person will be well placed to open doors and illuminate the corridors of power.

Finally, give some thought to the skills you require of the person you send to Brussels. Many of them will derive from what has been said already. The key attribute is perhaps best defined as transferable credibility. But this is a value to be accumulated in the field. It is difficult to monitor and measure. Intangible. Essential.

UNIVERSITY OF LAUSANNE

Role and Function of an Effective International Office

Antoinette Charon Wauters *

How to best manage the international relations of a university when the international dimension has become a main stream feature? When it is no longer just the responsibility of an international office somewhere to develop programmes and context and implement projects as has been the case so far. Is there a need still for International Relations Offices (IRO) and, if yes, what is to be their role and competences?

At the moment, the figure is one of a central unit with strategic responsibilities and practical activities. Staff participate in the development of the institutional IR strategy; they develop new institutional contacts and partnerships and try to manage effectively student mobility and teaching staff exchange programmes. However, there are often no strong links with research and researchers and sometimes, no strong links with HE leadership. Often, the leadership does not consider international development as important when compared to internal, local and/or national problems.

There is also the issue of those who believe that only the university leadership knows what is good for the international development of the institution.

Today, the IRO is – and should be – more concerned with institutional promotion abroad, foreign student recruitment, agreements renegotiation after the implementation of the Bologna new cycles, transnational education, thus requiring more than ever the long-term (as opposed to elected and short term) commitment of skilled professionals, increasingly also in an advisory role for the leadership.

To effectively support and manage the future developments of HE internationalisation, an International Relation Office still has a future but it has to respond to certain criteria: a centralised IRO supervised by the HE leadership appears more competent to face the numerous new and specialised tasks of an institutional international policy and a strong relation with the institutional leadership is an essential component to enhance the internal international culture.

More information can be downloaded from the EUA website, under the Institutional Development section (Lausanne seminar).

* Antoniette Charon Wauters, Head International Relations Office, Université de Lausanne, Switzerland and President, European Association for International Education (EAIE) (2006).

Developing and Implementing European and International Strategies: the View from a UK Research Intensive University

Ella Ritchie *

Background

This short article offers some observations on developing and implementing European and International strategies from the perspective of a UK research intensive university. It outlines some of the challenges that a senior management team faces in designing, implementing and embedding these strategies. My aim is to shed some light on the nature of these challenges and to offer some insights into the possibilities for lesson drawing.

Universities have always been international in character, with research and scholarships spanning national boundaries and barriers. They have also been historically multi-national and multi-cultural in their outlook. However in recent years there have been a number of factors that have increased the importance of the international dimension of universities. These include:

- The deepening framework for international research and innovation, and the benchmarking of university outputs against international standards and league tables.
- The growing role for universities in driving the knowledge economy forward.
- The globalisation and increasing commodification of Higher Education that has led to a growing trade in Higher Education provision.
- The increasing complexity of markets and providers ranging from state to private, with an emphasis on partnerships, that has intensified competition for students.
- Technological developments and the speed of information which means that there is a growing knowledge of markets for both the student and the provider.
- Changes in the structure of the industry and labour markets means that our graduates are likely to be more mobile nationally or cross-nationally than their predecessors, and they will need the skills and aptitudes to operate effectively within a more flexible multi-cultural environment.

The way that universities across Europe respond to these challenges and the strategies which universities employ will vary depending on their degree of autonomy, their structures and their priorities. However, for all, they will be an important context in the 21st Century.

The EU and the wider European framework have become important conduits for aspects of internationalisation for the UK. The EU has explicitly recognised the important role that universities can play in strengthening the knowledge economy, and the ambitious Lisbon agenda emphasises the need to strengthen research capacity across Europe in order to compete effectively globally. The awareness at the European level of research and innovation being more closely linked to Research and Teaching within universities, the development of the European Higher Education Area, and, in particular, the three cycles of the Bologna process, have all been important drivers in integrating the international with the European. This has been reinforced by the recent internationalisation of many EU initiatives, for example the ACP-EDULINK, ALFA, the EU-US Atlantis programme, the EU-Australia and EU-Canada programmes, Tempus, Erasmus Mundus and recently the Erasmus Mundus mondiale initiative and the Euro Asia-Link.

* Ella Ritchie, Pro-Vice-Chancellor (Teaching & Learning), Newcastle University, UK (2006).

The UK

UK universities are autonomous institutions; nevertheless they operate within a funding regime and a policy context which are shaped by the national government. More recently, following devolution, Higher Education has been differentially devolved to the governments of Scotland, Wales and Northern Ireland. Most universities outside the capital are increasingly focussed on playing a key role within their regions and localities.

Governments want to keep UK Higher Education at the forefront of international competitiveness, and to maintain its reputation as a leading deliverer of high quality scholarship. International students continue to be key to the economic base of UK universities. In the last five years there have been a number of key strategic developments linking universities to the goals of economic development, such as the Prime Minister's initiatives in Africa and India.

Higher Education institutions in the UK have historically dichotomised between European and International strategy, and between European and other non-UK recruitment collaborative links and revenue streams. This has largely been driven by the separate and higher fee regimes for international students. By contrast students coming from the EU to study in the UK pay the same fee as home students and, since the Bidar Ruling in 2004, have access to Research Council studentships under the same eligibility criteria as home students. This dichotomy has led many UK universities to have separate European and International offices, and separate structures and processes. However many universities, including our own, increasingly recognise the importance of a closer integration between the two spheres of activity.

UK universities have been active partners in Socrates-Erasmus programmes since their inception, although there has always been an imbalance between outgoing and incoming students as UK institutions struggle to keep up the number of students studying abroad. The UK has also been an active participant in the EU's framework programmes.

Designing a strategy

What do the experts say?

In the last five years there has been a burgeoning of insights and data on the international dimension of Higher Education produced by organisations such as The Observatory on Borderless Education and the European University Association. There has also been an expediential growth in the number of conferences and seminars on the topic, numerous training events on international leadership and managing cultural differences, and a growth in theoretical and analytical scholarship on the international political economy of Higher Education, pedagogy in an international framework, and the cultural boundaries of knowledge. All of this gives us an enormously rich wealth of material from which to draw. Indeed it is difficult not to be seduced by all this material. In designing a strategy it is always tempting to go to a further conference or to become more familiar with the issues before making decisions. On the whole insights from elsewhere can be enormously helpful. However I found that there was often a concentration on good practice rather than a sharing of 'what not to do' or 'what things can go wrong'. Whilst there are abundant examples of good practice, the difficulties of the transfer of good practice from one system to another are often ignored. Participation in the EUA Doctoral Programme Project demonstrated to me the importance of the understanding that practice is embedded within cultures, structures and processes.

What we did in Newcastle

As a new Pro-Vice-Chancellor in 2004 with responsibility for Teaching and Learning, I was asked by the Vice-Chancellor to draw up a strategy for strengthening international recruitment. Working with the Academic Registrar I evolved a more comprehensive and wide reaching strategy for our international activity. Initially we consulted widely across the University's Faculties and Schools, with the students and

with the student services (such as the Careers Service and Accommodation) to find out what the parameters of our International strategy should be. At this early stage we found the framework developed by Knight (2003) of 'internationalisation at home' and 'internationalisation abroad' a particularly useful matrix to help to structure our thinking. We found the extensive consultation process extremely helpful, not only because it enabled us to map out the international activity that we were engaged in, but also because it helped to engage people in the process.

International strategy at an institutional level had historically tended to be focussed around growing international markets, supporting international students and establishing university research as internationally benchmarked. By 2004 about 19% of the University's student population was recruited from outside the UK from over 120 countries. Since 2000 approximately 25% of our new academic staff had been recruited from outside the UK and additionally there was a large number of international staff working as Visiting Fellows. 20% of our alumni lived outside the UK and our business development activities extended to several countries. European activity was around the Socrates-Erasmus mobility programmes (with, in 2006, 212 Socrates-Erasmus links across 27 Schools), University participation in the Erasmus Mundus programme, Asia-Link, Tempus and a Jean Monnet Centre of Excellence. There was a very strong presence in the framework programmes in line with the University's strength in translational research. Newcastle University is particularly strong in the UK in terms of European funding. Within FP6 we are currently involved in 99 projects (plus a further 41 in the process of negotiation). With the 99 – of which we co-ordinate 31 – there are 1,559 partners. The total value of the consortia is €447,333,619 and the total value to Newcastle is €36,393,482. The 99 projects include 19 Marie Curie projects (11 host fellowships and eight individual). In addition the University has been relatively successful in obtaining grants from Regional Objective 2 (ERDF, ESF), Regional Objective 3 (ESF) and National Objective 3 (ESF) over the last eight years, totalling approximately €23 million. In short, we not only had a high level of international and European activity but also, through our staff and students, a wealth of knowledge and expertise about our international environment. This was not necessarily captured effectively at an institutional level.

The challenge was to track and focus the wide range of international links, partnerships and alliances that existed in the University. The segmentation of activity meant that we were not capturing our full potential in the international realm. The bifurcation between the worlds of teaching related activity and research was particularly marked. Since 2005 there has been considerable work mapping out and clarifying the international links that exist in the institution. This is a challenging process that involves implementing integrated data systems and instituting a culture of sharing information and encouraging academics to think in a holistic way about their international activity. For example, if an academic is attending an international conference or seminar he/she might be able to talk to students who have applied to the University or talk to international academics about the wider research agenda in his/her School.

Mapping and sharing information was only the first step. It soon became clear that we needed to give a much clearer strategic direction to our international activity. This required setting a framework outlining our values, goals and aspirations as an international institution, giving consistent messages from the Senior Management Team about what we were trying to achieve, and encouraging Schools and Faculties to draw up International strategies which fitted with the University's goals. At an early stage of a strategy it is easier to be reactive rather than proactive. A clear example of this is partnership agreements, which were often entered into without a careful assessment of the costs and benefits to the University. To improve this process a colleague designed a checklist for assessing the motivation, resource needs, robustness, benefit and priority for new partnerships. Getting this right has become increasingly important as we enter into more collaborative arrangements for the delivery of programmes. This process is still continuing and it raises one of the challenges in the University - that whilst we are encouraging and relying on individual initiatives in research, and academic links, we are, at the same time, trying to ensure that new initiatives fit into a University framework.

In parallel to working on the University strategy we encouraged initiatives on the ground. In my own area of Teaching, Learning and the Student Experience we supported innovations which directly benefited the internationalisation agenda. These included the development of better induction programmes for international students, support for developing English Language Materials Online (ELMO), and a series of seminars on the cultural dimensions of teaching and learning. Ensuring that home students acquire an international dimension to their study and acquire the skills appropriate to working outside the UK has also become a priority. The internationalisation of the curriculum is seen as a longer term project. We have also worked actively with the student support services, such as Welfare, the Student Advice Centre and the Careers Service to ensure that they developed an international dimension to their activity. It is important that international students feel welcomed and comfortable studying and researching in our institution.

Our strategy is still a work in progress but the following few key principles have emerged as important:

- That internationalisation, rather like European integration, is a process rather than an 'end result'.
- The process will take place over a number of years, during which you should expect peaks and troughs in the activity; hence a sustained leadership from the top is vital.
- That the process of internationalisation will gain in momentum when it is integrated across all of the University's activities.
- Mainstreaming of internationalisation is important in all areas of University activity, but as with other mainstreaming the policy needs to be given some focus in the early stages until it becomes part of the normal activity.
- Structures are important but they can also be barriers.
- You need advocates, enthusiasts and champions who will take forward the policy and enthuse others.

To be successful the process of internationalisation has to happen on the ground. Academics have to feel that they are part of the strategy, and have to buy into the goals. The example of the Business School at Newcastle illustrates the case. The Business School is actively pursuing a triple accreditation at national, European and international levels. Hence staff understand the rationale and framework for the School's strategy of strategic partnerships with a number of leading Business Schools across Europe and beyond, a European DBA and the linking of research activity with strategic partners. It has a senior member of staff who is actively promoting the international agenda, supported by other colleagues who have expertise in cultural diversity and the learning process. The strategy was developed after the School had devised a number of tools to assess levels of internationalisation of both programmes and individual modules as a first step in understanding and providing a framework for educators. The student body is highly diverse and this diversity of educational background and work experience informs the teaching and learning environment. Its international staff play an active role in informing the partnership and recruitment strategy. Against the background of a supportive and facilitative University strategy the Business school has therefore been able to give a clear direction to its international work and has successfully rationalised its partnerships and its Socrates-Erasmus links to fit with its wider strategic direction. This is all work in progress but once this integration of activity takes place a momentum will then develop which becomes self-reinforcing.

The challenge for us is to replicate the model of the Business School at a wider University level and within Schools that are not so naturally internationally orientated. Again this comes down to setting up mechanisms to disseminate and share information, and effective and sustained leadership to inspire, encourage and enthuse academics.

There is also the issue of those leaders who believe that only the leadership knows what is good for the international development of the institution.

Today, the IRO is more concerned with institution promotion abroad, foreign student recruitment, agreements renegotiation after the implementation of the Bologna new cycles, transnational education, advisory role for the leadership.

To challenge the future developments of HE internationalisation, an International Relation Office still has a future but it has to respond to certain criteria: a centralised IRO supervised by the HE leadership appears more competent to face the numerous new and specialised tasks of an institutional international policy and a strong relation with the institutional leadership is an essential component.

TECHNICAL UNIVERSITY DELFT, THE NETHERLANDS

The Preferred Network Strategy

*Hans Beunderman **

The case study describes this experience of TU Delft with a 'preferred network strategy' which allows them to create partnerships on a selective basis in all sciences. The criteria for alliances are scientific and educational quality, relevance, productivity and viability. One example is the strategic partnership of the IDEA-league , founded in 1999. Members are Imperial College London, TU Delft, ETH Zurich, RWTH Aachen, with Paris Tech joined in 2006. Its features are educational synchronization and quality management; research collaborations in EU research programmes; organizational benchmarking and talent improvement, and: anticipating being a knowledge and innovation community for a potential European Institute of Technology (EIT).

Embarking on these partnerships has allowed them to add value and complementarity to their educational offer while maintaining their reputation as international knowledge player in the global economy. More information can be downloaded from the EUA website, under the Institutional Development section (Brussels seminar).

* Hans Beunderman, Director Strategic and Management Support, TU Delft, The Netherlands (2006).

CHAPTER II
RESEARCH MANAGEMENT

The Concept of Science Management: An Orientation Aid for the Establishment of an Effective Management System

Jürgen Blum *

'Excellent science requires excellent management!' – This is the motto of a joint funding initiative by science and industry in Germany that is aimed at qualifying junior scientists and scholars for management tasks. While special management training is still relatively rare in science, it goes without saying in industry. The motto refers to the constant need to seek new ways of raising the cost-effectiveness of science processes in teaching, research and science transfer. Given limited public funding, higher education and research institutions have resorted to adapting the management tools used in industry to science in order to increase efficiency and effectiveness of science processes.

The *Zentrum für Wissenschaftsmanagement e.V. (ZWM – Science Management Centre, reg. Ass.) Speyer* was founded in 2003 in response to rising demand in the area of science management. Together with the 'Deutsche Hochschule für Verwaltungswissenschaften' (DHV – German University of Administration Science) as a strategic partner, the members of the ZWM comprise more than 60 higher education and science institutions, research funding organisations (including the Rectors' Conference and the German Research Foundation) and companies. With its wide range of further education programmes, the ZWM has become a by-word in Germany's scientific community.

Science management implies management *for* science, not management *of* science. It is science that determines contents and methods, while management sees to the efficiency and effectiveness of processes. The optimisation of processes could result in a potential increase of 20% in performance which cannot be forfeited for science.

In the following, a concept of science management will be outlined to provide an overview.

A model of how science management works

The four possible functions of science management are: teaching/training, procurement and operating of research apparatus (primary function) and establishing and operating the technical and administrative infrastructure (secondary function). The primary functions can be considered as service functions benefiting society as a whole. These services address both students and industry, provided that companies make use of research results to introduce products on the market. In contrast, the administrative and technical infrastructures do not work for external addressees as a rule, but for the scientists of the respective organisation itself. In this respect, the various target groups are **customers**. This term stresses the shift triggered by politics **from** a *supply-driven* to a *demand-driven* strategy. However, the concept of a clientele used in industry would have to be modified to take into account that the primary functions are tied to an institution's political mission. The latter determines both the framework for the contents of research and teaching and the quality standards, and, as a framework, it can only be altered in co-ordination with politics.

The frameworks for the functions referred to are regularity, and cost-effectiveness. Regularity and orderliness are frameworks for activities prescribed by state regulations. As a rule, cost-effectiveness can be deduced from the constitution itself, because funding via tax revenue commits the respective bodies to observe a

* Jürgen Blum, former Chairman of the Board, Zentrum für Wissenschaftsmanagement (ZWM), Centre for Science & Research Management, Germany (2007).

maximum of effectiveness and efficiency. Over the last two decades, these aspects have been added to by the important external constraint of acceptance and demand. In the long run, a lack of acceptance and demand will result in an institution's mission under-performing, thus bringing into question its very raison-d'être. Here, a competitive regulatory and differentiation mechanism can thus develop by creating a dependency between acceptance/demand and public funding. So far, no convincing implementing concept has been found for such an approach that would provide sufficient institutional and staff-related incentives.

Organising the performance of functions is an internal matter, e.g. via the hierarchy of a higher education institution. Monitoring these could be the task of a supervisory board modelled along the lines of private industry. The difficulty here is that parliament is not in a legal position to hand over its political responsibility and budget sovereignty to the higher education and research ministry responsible and is obliged to continue to exercise it. It is unclear how to do this and, so far,little has been done to find a solution. For example, political responsibility could be delegated either to the supervisory board or directly to the higher education or research institution. Another possibility is for the politically responsible bodies or persons to fulfil their responsibilities via a multi-track approach, both via representation in the supervisory board and towards the supervisory board or the higher education and research institution.

Management always starts with forming a strategy

This also applies to science management. Managing is purposeful action in connection with feedback and adaptation processes, with the possibility that the goals will change as the real boundary conditions do so. However, the course may also be the goal. In a systematic strategy development process (starting top-down and proceeding bottom-up in a counter-flow method), the existing potential for creativity should be exploited to the full.

The strategy has to contain measurable goals so that the results can be evaluated in the course of its implementation. In a milestone process broken down into appropriate phases, targets can then be changed or, if necessary, even eliminated altogether. The targets have to fulfil just what is necessary for the feedback assessment while simultaneously providing enough scope to ensure that science has as much freedom as possible. This is the mission and the art of management.

Most of the Land higher education acts provide so-called agreements on targets for the steering of German higher education institutions via the state. Steering via agreements on targets is accomplished by agreement on targets, rather than by imposition. It is then up to the higher education institutions themselves to find ways of reaching these targets. This is an entirely sensible process that could also be applied in the internal steering of higher education institutions. In terms of methods, agreements on targets represent true accords that can only be arrived at if the partners reach an understanding.

However, none of the agreements on targets between governments and higher education institutions that have so far been reached or stipulated in some of the Länder correspond to the management method described above. They do not contain any measurable goals, tend to be oriented more politically than operatively, are watered down by compromises and are so unclear in terms of contents that they cannot be used to compare targets and evaluations of results. In the framework of such agreements on, or stipulations of, targets, nobody is responsible, and nobody can be held responsible. In the internal management of higher education and research institutions, too, the method of steering via agreements on targets has neither been understood nor even tentatively tested.

Forming and implementing a strategy systematically is the basis of a sensible management concept for higher education and research institutions.

The right organisation to implement a strategy

In management, structures and processes evolve as organisational reflexes to the formation and implementation of strategies. In the government system, it is the rules that dominate the goals, whereas in the private system, the goals dominate the rules. Another aspect is that in the government system, orderliness dominates cost effectiveness. Both aspects originate from a deeply rooted culture which resistant to change.

After an institution has gone through a strategy development process and arrived at a result – for example in the shape of a guiding model – management is then faced with the task of implementation. In science, the management process consists mainly of the following tasks:

- Strategy planning (where to?)
- Planning at subject level (what?)
- Financial planning (how much? when?)
- Staff planning, staff management (what qualities? what quantities?, what incentives?)
- Investment planning (what apparatus? For whom? From whom?)
- Innovation planning (what benefit? For whom?)
- Communication (who has to say what to whom? Who has to ask whom what?)
- Execution (who does what by when: responsibilities?)
- Evaluation (external evaluation of quality and relevance)
- Cost control (what information is crucial to decision-making, and who can provide it for whom?)
- Control/revision (have the rules been observed, with what consequences?)
- Quality assurance (sufficient quality? Certification?)

What is the right management structure for autonomous science institutions?

The steering models range from the conventional vice-chancellor's office through the president's office to board structures that are familiar in industry. Vice-chancellors, presidents, board chairmen and registrars or vice-presidents of administration are responsible in a full capacity, while the other vice-presidents and deans act in a part-time capacity. In Germany, periods of office are limited to eight years. Vice-chancellors, presidents or board chairmen, who come mainly from science, will, as a rule, boast an academic reputation but lack management know-how and experience. Frequently an atmosphere of mistrust that is damaging to operational procedures will arise between the 'scientists' and the 'administrators'. This is often the result of issues have not been properly settled to ensure a clear management structure:

- Has the management committee got *overall responsibility* at central level, or do all members of the management committee hold (independent) *departmental* responsibility for their area? In the case of overall responsibility, each member of the management committee will be permanently responsible to the overall committee and will need each planning stage authorised by it and then justify its implementation. In the case of departmental responsibility, there is an accent on the autonomy of the management committee's individual members, which may result in conflict in the course of interaction between the departments that then have to be resolved by the head of the committee.
- Sometimes, the way that Number One in the management committee sees his or her office will be unclear, as will the handling of guideline powers that are, or are to be, conceded to him or her either de *jure* or *de facto*. Does this person wish to be perceived in public as a 'leader' or head the higher education or research institution under the overall strategy he or she has initiated in an integrative manner? Where will he or she see her responsibility, and to what degree is he or she responsible for the overall result? Is the desire to shine in the limelight the motivation behind the leader's actions?

- Higher education and research institutions road to a greater degree of autonomy requires the professionalisation of its management, and university management will have to assume a greater degree of responsibility. This also means settling the issue of the extent to which presidents/vice-chancellors/ boards may and should be held personally responsible for the poor results of their institutions.
- What is equally problematic is the development of the *office of the registrar/head administrative official*: from the representatives of the ministry at the higher education institutions, through the administrators who continue with traditional structures and support them in a supervisory role, to the managers. In this new role, under the imperative of the strategy, they have to reorient management and allow themselves to be judged by their success or failure. They have to bear the consequences of success or failure. The willingness of this professional group to assume risks is as restricted as are the incentives the system provides in the case of success.
- The *rules and regulations* of the management committees, which often only give vague descriptions of the portfolios and provide neither co-ordinating nor conflict-resolving mechanisms to co-ordinate the levels, represent a further major area of concern.
- Finally, the decentralised *management level of the Deans' offices /Departments* deserve a mention. Given the assurance of freedom of research and teaching, the central management committee of a scientific institution cannot be perceived as superior. This is why the interaction between the central and decentralised management committee represents a special challenge for management. The process of co-operation between these two levels has to be designed, formalised and documented correspondingly.

Leadership and feedback

Planning, execution and feedback is a closed, revolving ring process of management – this trite statement, which is really dictated by common sense, is ignored again and again in spite of its simple logic. Planning may be discredited as a planned economy in science, or the application of business management criteria may be thoughtlessly or unwittingly referred to as 'business management taking over', resulting in new bureaucracy. It is then stressed that research cannot be planned, that creativity needs freedom, and that, owing to the multidimensionality of the goals, assessments are dubious. Academic freedom as laid down in the Constitution is claimed as a personalised privilege. However, this interpretation is based on a misunderstanding. The freedom of research should not be seen as an individual carte blanche but as a mission assigned to science to also think and act against the tide. However, this insight has not asserted itself across the board yet. The self-understanding of scientists continues to consist mainly of everyone doing what he or she wishes to do (scientifically). What is lacking is the readiness to integrate into the overall strategy of a scientific institution and subordinate oneself. This is a dilemma that can only be solved via a strategy which has been very clearly worked out and consistently implemented. However, such a process of change requires a certain amount of time and will probably tend to evolve and establish itself in individual steps.

In terms of operative implementation, the feedback process is simple. At the level of contents, science describes what goals it wishes to attain, with what effort and in what time, also opening itself here to a national and international comparison. Scientific planning does not develop in the shape of impositions but as the records of a discussion with the scientists, who can then, however, be taken at their word. If science assumes this role properly, i.e. in a responsible and self-confident manner, the issue of academic freedom will not arise in the first place. To this end, on the part of science, the peer review as the so far unbeatable method of assessment and, provided that the relevance of research is part of planning, an evaluation by the addressees in society and industry will be systematically applied. In this context, it is important to establish a mechanism that forces consequences to be drawn from the evaluation.

Cost control as developed for industry is used to assess the consumption of resources, management structures and management processes. It goes without saying that cost control should be at the service of science and subordinate to it. At the core of cost control is cost calculation. Cost calculation provides the basis for comparing target volumes of planning with actual volumes of implementation. It supports decision-making, but it never acts as a decision-maker itself. Cost control rhymes with bureaucracy since it will usually measure and count more than is absolutely necessary for the decision-making level. This is why the principle has to be observed that the sharpness of control, i.e., the intensity of measuring, must not be higher than that of planning. All professional feedback methods, and cost control in particular, require specialist know-how and skills. These operative tasks ought to be performed by specially trained experts. They need not, and indeed should not, be the decision-makers. However, the latter ought to define the data and code numbers deduced from the strategy with the support of the specialists according to which overall steering progresses. Here, the cycle of science management closes.

What has been done? What remains to be done?

The higher education and non-university research institutions in Germany are involved in a wide range of change processes, including management. The ministries, too, are about to break the link with the scientific institutions. But a systematic approach is still lacking. This applies in particular to the area of management. The professionalisation of management still has a long way to go.

Convincing overall concepts are still lacking. What are the key elements of science management that are really adequate for science? What should a science management training concept for scientists, which will really help and not hinder them, look like? How can we assess successful developments in industry in terms of their benefit for, and transferability to, science? Given the increasing importance of a European Research Area, how can we increase the mutual knowledge of the very different European science systems for each scientific institution so significantly and fast that co-operation between the higher education and research systems in Europe can progress more quickly and simply?

There is a lot to learn for everyone, including science management! And what is even more difficult is that corresponding problem awareness also has to develop at the management levels of the higher education and research institutions. If management were to be evaluated qualitatively and quantitatively according to transparent criteria in all evaluations of science, the evaluation results would lead to comparisons, assessments and continued learning from one another on an exchange basis. Science ought to be keen to check the efficiency and effectiveness of management processes and, should the need arise, improve them. This will result in more science for the money. And if the Land and Federal governments were to allocate more funding to science …

1. DEVELOPING A (INTERDISCIPLINARY) RESEARCH STRATEGY AND FUNDING IT

The Challenges of Research Management: Developing a Research Strategy and Funding it

*Josep Santalo' **

Background

Increasingly, research is a conjunction of different interests and joint ventures that combine different aims and objectives to improve human knowledge. Most fertile fields of research are those situated on the borders of traditional areas of knowledge; therefore, stimulating the merger of pre-existent research structures should be a very effective way to improve results of a given research organisation.

Traditional research organisations such as Universitat Autonoma de Barcelona (UAB) are structured in a very vertical manner, mainly by disciplines linked by a series of horizontal competences.

At UAB a more functional way to organise research activities has been established by looking at researchers' needs. These mainly exist on two levels:

- General requirements: those that all researchers have in common, in order to carry out their research properly, i.e.: funding from well established programmes, human resources and scientific services or research facilities.
- Strategic projects: those research activities that, because of their characteristics, need special treatment and requirements. These mainly comprise projects that excel in their objectives and capabilities and therefore require special attention. Normally, managing these outstanding projects requires non-standard actions and direct contacts with research managers from industries and enterprises both local and international.

The university has established a particular type of organisation in order to facilitate the transition between both categories (from more general basic research to specific, strategic research), forming a basic research pyramid with multiple peaks.

This particular organisation allows the university to base the most important strategic projects on the solid ground of general research from which the most interesting or promising projects are identified and then supported to excel from others.

Problem addressed

How to prioritise? This is one of the most difficult things to do in a complex, multifaceted organisation like UAB, which is a public university with multiple objectives.

Prioritising is a process based on collecting comparable information of different research activities, establishing criteria to weight the differences, giving a 'value' to the activities and, finally, selecting the most promising ones, depending on their present and future capacities and their social and/or economic interest.

In situations where research budgets are limited, setting priorities implies not just delaying projects but often shelving them altogether.

Perhaps the most difficult part is trying to weight the differences between projects because there are extremely different activities that can hardly be compared. The usual indicators for research production vary enormously among disciplines, especially when comparing science and technology on one hand and social sciences and humanities on the other.

* Josep Santalo', Vice-Rector Research, Universitat Autonoma de Barcelona, Spain (2004).

This situation can be overcome by giving the projects a helping hand to start and then leaving them to sink or swim. This strategy, though often the easiest one to apply in the university, leads to a considerable waste of money and effort.

Approach taken

UAB has developed a way to integrate all its projects.
The original research situation in the UAB research cluster was a fragmented one. There were many and varied research institutions, resulting from different associations with regional, national or international research organisms and enterprises, with or without the intervention of the UAB encouraging them to form research organisations with interests in very diverse fields. These were all on the UAB Campus, around the hard core of the University, and often with staff members working in both institutions.

In spite of that, their institutional relationship with the UAB was essentially weak due to the lack of a sense of belonging to the UAB research family.

Therefore the first step of the process was to strengthen the partnership feeling by creating a new concept: **the Esfera UAB.** This research cluster covers all the institutions situated around the UAB campus including the 25 hospitals associated with the university.

Since all these organisations have research objectives and activities, the Esfera became a true research framework around the university which improved the research capacities by facilitating synergies among the different structures. This improved the overall research production and generated new capabilities and projects.

It then became clear that it was extremely important to offer the members of these institutions, and the institutions themselves, advantages and incentives to encourage participation in this structure.

The UAB core, with the biggest budget of all the institutions, offered economic advantages when using research services and these were offered in a spirit of reciprocity thus prompting a quid pro quo from the other institutions. This culminated in an identity card symbolising the partnership.

To involve all the members of the cluster more closely, a forum was created, led by a UAB Vice Rector, a meeting place where opinions and needs can be expressed and where the objectives of the system can also be established.

Costs were kept low because they were shared by all institutions, with the main costs, deriving from the research activity, remaining with the original organisations who keep their own budgets provided by their own financial institutions.

Achievements

The main outcome of this activity for the UAB core has been an increase in research production. Firstly because the Esfera members were asked to add to the UAB cluster as part of their affiliation and second due to an effective increase in research productivity thanks to increased synergies and joint projects between institutions.

This is obviously a dynamic structure which can be continually added to with new joint ventures between UAB and other institutions. But this will lead inevitably to the spiny question of prioritisation.

In UAB's case, prioritisation has so far been left to the 'natural selection' approach until projects reach a critical mass and can be integrated into the Esfera. This does not mean that, in the meantime, these initiatives are being left alone. UAB has a say and uses different ways to help these activities reach full development.

The Global Knowledge Race: Building Effective Interdisciplinary Research Structures for a Better International Competitive Positioning

Thomas Gries *

Background

Solutions for the challenges of global markets are not developed by one research discipline alone. Truly successful innovations are usually generated in cooperation with different disciplines. Therefore interdisciplinarity plays an important role in the discussion on new ways of research and teaching. RWTH Aachen University has created a pattern to foster interdisciplinary activities: six future oriented societal topics were built into Interdisciplinary Forums. In order to create adequate research solutions for the challenges they pose, the Forums cluster various disciplines under one research topic. The results are then transferred to higher education and openly discussed.

Approach taken

Towards the end of the 1980's, RWTH Aachen University decided to create a pattern to foster interdisciplinary activities: The 'Interdisciplinary Forums'. These are a voluntary platform for interdisciplinary collaboration and the integration of core competences in research and education within the university and create a network of professors working within the university.

They cover three major fields of activities: Research and Development; Higher Education; Public Relations with the aim of:

- intensifying the exchange of research and development within the university,
- planning and coordinating interdisciplinary research projects, e.g. in special research areas, special graduate programs, research groups, etc.,
- cooperation with other research institutions,
- cooperation with industry with a special focus on the Aachen region and
- strengthening the planning and implementation of interdisciplinary courses and fur-ther training.

RWTH Aachen University has a wealth of know-how in many different disciplines. This potential can be better exploited if there are appropriate structures to coordinate it. RWTH Aachen University has established a management structure based on the forums whose members are professors and designated scientists of the university.

Each Forum has an Executive Board and a Forum Speaker, who develop the Forum strategy. The operational work is carried out by a scientific employee in the function of the Executive Manager.

The processes and activities concerning all forums are coordinated on the one hand by the Department Technology Transfer and Research Funding and on the other hand by a professor specially assigned by the rectorate of RWTH Aachen University. These all meet on a regular basis to coordinate the comprehensive processes regarding to all Forums. The rectorate of RWTH Aachen University takes part in these Councils in order to assure the coherence of strategic objectives between the Forums and the university.

The members of the Interdisciplinary Forums belong to all nine faculties of the university, with a strong presence of the faculty of natural science and the faculty of mechanical engineering represent more than 40% of all members.

* Thomas Gries, Chair of the RWTH Interdisciplinary Forums and Institute of Textile Technology Technical University Aachen (RWTH), Germany (2005).

Achievements

The success of the Interdisciplinary Forums is demonstrated by the fact that today approximately 50% of the RWTH professors are members of one or more Forums even though the affiliation in each Forum is voluntary and a membership-fee must be paid.

The importance of interdisciplinary research at RWTH Aachen University is emphasized by the fact that in 2003 it received about 19 million Euro for research and development in Collaborative Research.

In order to create fitting research solutions for the broader societal challenges the Interdisciplinary Forums cluster various disciplines under one research topic thus they are built across the traditional faculty structure rather than following the usual vertical one. This cross-linking between the traditional faculty structures ensures the ability to solve problems in an interdisciplinary way based on the knowledge of different thematic areas.

To provide the Interdisciplinary Forums with an effective environment they act at the interface between research and administration. On the one hand they have a direct connection to research and development through their members. On the other hand they are attached to the Department of Technology Transfer and Research Funding of the RWTH Aachen University in coordinating function.

In order to assure a continuous development of quality within the Interdisciplinary Forums an internal evaluation was undertaken. One part of this evaluation was benchmarking with 12 other international universities. A questionnaire was designed to identify the main interdisciplinary research areas.

One result of the benchmark was that RWTH Aachen University works mostly within the same thematic areas as the other benchmarked universities. In addition, RWTH Aachen University focuses on research and development in the trend-setting area of mobility and transport.

Conclusion

Despite the excellent development of the Interdisciplinary Forums so far, there are central challenges for the future:

- In order to secure and expand the actual output it is necessary to identify and discuss future research trends on national and international level in an early stage.
- Another aim is to increase the influence of the Interdisciplinary Forums by encouraging members of the Forums to assume functions at strategically important levels with key national and international organisations.
- Further tasks for the future are the reinforcement of external and internal university information and promotion with the aim to increase the integration of younger research associates in the Forums and the involvement of students in interdisciplinary research teams.
- Enhanced use of already existing international networks in order to promote interdisciplinary activities, e.g. research cooperation and cooperation in higher education.

Innovation Initiatives: Promoting Interdisciplinary Research at ETH Zürich

Leszek Reinhard *

Background

The ETH Zurich Innovation Initiatives Programme (INIT) is a means of promoting new scientific endeavours that in the medium to long term may result in the establishment of new professorships or the creation of new centres of excellence. This Programme provides a limited amount of seed money for explorative projects on a competitive basis. This Innovation Initiatives Programme is based on experiences gained from the exploration of areas of future strategic focus.

ETH Zurich has introduced a way of fostering new areas of scientific interest on a competitive basis. INIT's function is to provide incentives for innovation; the projects themselves must be devised by the research groups. Proposals submitted by researchers will be reviewed by the Commission for Innovation Initiatives. The intention is to launch two or more new initiatives each year and fund them for a maximum of three years. After which, the project can either self-sustaining or become one of ETH's established tasks. In this case study, the selection process for the three projects of the first round is explained.

The Swiss Federal Institute of Technology (ETH) Zurich was founded by the Swiss government in 1854 as a polytechnic and opened its doors in Zurich in 1855. Until 1969 it was the only university in Switzerland run by the federal government. Today it is part of the ETH domain which is made up of the two universities in Zurich and Lausanne (EPFL) and four national research institutes.

In research, ETH Zurich measures itself against the highest international standards and pursues a long-term strategy of excellence. In particular, ETH Zurich is committed to continuously developing the technological innovation potential to the benefit of the Swiss society and economy. Given ETH Zurich's role as a leading technical university, its main focus is on research in natural sciences (including mathematics) and engineering sciences (including civil engineering and architecture).

Interdisciplinary research is mainly conducted within collaborative projects and in competence centres which may be partially supported by additional funding provided by the school. Interdepartmental research endeavours and projects involving partners from outside ETH Zurich have been increasingly encouraged in the past years. Cross-institutional research is often promoted by external funding agencies.

ETH Zurich strongly believes in the bottom-up principle when determining future research areas. Therefore, an important role of the University management is to foster and promote 4 research initiatives initiated by individual ETH Zurich researchers and groups of researchers.

Since its inception, ETH-internal research funding has also been used to promote interdisciplinary research that occurs at the interface between disciplines or that requires the skills of several disciplines. In this sense, promotion of interdisciplinary research is embedded in the overall research funding mechanisms of ETH Zurich. In line with the ongoing trend for greater interdisciplinarity in many research areas, a new programme has been specifically designed to promote interdisciplinary research in one predefined area of strategic importance to ETH. Another recent programme aims at defining new research areas of potential significance. The projects funded so far within the scope of the latter programme are all interdisciplinary in character.

* Leszek Reinhard, Advisor to the Vice-President Research, ETH Zürich, Switzerland (2005).

Internal research promotion programmes

The main source of internal research funding is the *ETH research grants programme* for the financing of individual research projects which was introduced in 1975. This programme aims at world-class research that could result in fundamental new knowledge or technologies. Grant applications that involve innovative (sometimes high-risk) approaches with the potential for exciting new discoveries in the natural sciences, social sciences, and engineering are particularly welcome. There are no limitations as to the research area, and every ETH researcher meeting certain formal criteria may apply for funding.

A typical Polyproject involves several (at least three) research groups and funding to the order of CHF 1 million (approx. Euro 0.7 million). The duration is limited to three years with a possible three-year extension. All ETH research grants applications including Polyprojects are evaluated by the ETH Research Commission and external reviewers. In the case of Polyprojects, the ex-ante evaluation may include a hearing with the applicants and additional external experts. In addition, in the case of a Polyproject the review panel also evaluates the 'added value' of the interdisciplinary approach and whether or not there is clear leadership and coordination within the project. As a rule, only Polyprojects dealing with scientific and engineering problems that cannot be adequately addressed by single disciplines alone are considered worthy of funding.

The ETH *Zurich Innovation Initiatives Programme* (INIT) introduced in May 2003 is a means to promote new scientific endeavours that in the medium to long term may result in the establishment of new professorships (thus providing an alternative route for faculty planning) or the creation of new centres of excellence which would receive substantial internal funding. The programme provides a limited amount of seed money for explorative projects on a competitive basis. Here too, there are no limitations as to the research area and to the scientific rank of the applicants. The distinctive features of INIT are the long-term perspective of a structural adjustment and the explorative nature of the projects. The proposals are evaluated by a specialized review panel, the ETH Commission for Innovation Initiatives. For project valuation, the following criteria are applied:

- potential for a new professorship or centre of excellence
- scientific goals and visions
- possible scientific impact
- scientific excellence of the applicants
- innovation potential
- impact on the competitiveness of ETH Zurich

BEST –'Bioengineering, Biosystems, Biotechnology' is a new strategic initiative of ETH Zurich to incite interdisciplinary research projects and coordinate interdepartmental teaching programmes in the expanding areas of bioengineering, biosystems and biotechnology. BEST thus specifically includes research and teaching activities and for the moment is restricted to bioscience and bioengineering. BEST aims to increase the coordination between new initiatives as well as the 'collision factor' between ETH scientists from different but potentially synergetic fields. For the evaluation of the BEST cluster proposals, a specific set of criteria has been developed:

- interdisciplinarity of proposed area
- scientific excellence of proposal
- scientific excellence of relevant researchers involved
- visible synergy of the different groups within the cluster
- development of a new master programme or a major track of a master programme and critical size and quality to sustain the main part of this programme
- vision and dedication of the cluster's leadership
- evidence of dedication from industry

The Costing of Research in the UK

David Westbury *

Background

Public research in UK universities is funded through the Dual Support system. Over the last ten years, the volume of research has grown rapidly, and research activity has become more diverse. In 1999/2000, a review of the costs of research, called the Transparency Review, was carried out across all universities in the UK. This showed that research in the UK was not sustainable in the long term. Changes to the funding system are being put in place to rectify this and to make research activity sustainable into the future. The case study looks at the costing methods that were developed, at the results of the Transparency Review, and at the lessons that have been learned both by government and by the universities about costing and supporting research.

Research has long been a defining feature of universities, along with higher-level teaching that takes place in an environment of research. Most universities therefore have a strategy to develop and increase their research activity alongside the development of their education programmes. The different motivations of government, university and staff should be taken into account when considering the university strategy for research.

Whatever the motivation of the partners, there has been a tendency to increase the level of research activity year by year. This has been particularly strong in the UK, resulting in rapid growth in the amount of research carried out: approximately 10% per year for more than 15 years. As a result of this growth in spending, the volume of research output for the UK has increased and is now second only to the USA. This can be put down to a number of factors: the UK government's wish to move the UK towards a 'Knowledge Based' economy, as part of its strategy for economic development in the competitive global environment that now exists; the participation of people in Higher Education which has grown very rapidly over the last 15 years; the award of research funding to universities from government which has become more competitive, both in baseline funding and in project funding; and finally, the drive to increase the research carried out by universities for industry and commerce.

As a result of local and national pressures, the research activity in universities has expanded very dramatically in a relatively short time, but that activity is unevenly distributed between institutions.

Sustainability of Research in Universities: the Transparency Review

In recent years, concern has grown both in the universities and in government in the UK that the present level of research activity may not be affordable or sustainable in the medium to long term, and that this might lead to financial instability in the institutions and possibly to failure. This has led to an analysis of the costs of research (and also teaching) and the way that these are met (or not) through the funding systems. This analysis, which began in 1999, became known as the Transparency Review of Higher Education Funding. The data that came from the Review is changing the approach of government to funding research and the approach of universities to planning and managing research. The full implications have not yet been fully worked out, and lessons are still being learned.

The analysis of costs in universities is complicated by the diversity of the sorts of activities that are carried out, and by the way in which research is funded in the UK. The UK employs a 'dual support' funding system in which government provides baseline funds to support research through the national Funding Councils (the QR funding) and also project funding for individual projects through Research Councils. The baseline

* David Westbury, Chair of the Joint Costing and Pricing Steering Group, UK and Former Vice-Principal, University of Birmingham, UK (2004).

funding (QR) is intended to develop the capability to do research, including a contribution to paying academic staff and the development of laboratories and other facilities. Research Council funding provides specific staff, running costs and equipment for the project itself. Alongside these publicly funded projects, 'Third Task' research for industry and private companies is intended to be fully funded by the sponsor. A further complication comes from the fact that most individual members of academic staff are usually involved in carrying out both research and teaching tasks, and often also management tasks for the university too. To resolve these complicated patterns of costs, an activity costing method was developed for universities that took account of the diversity of both the institutions and their activities. All universities implemented these new methods, beginning in 1999, and the data was aggregated at both institutional and national level.

The costing methods were based upon well-established principles and allowed the calculation of the Full Economic Cost of all activities. This includes the direct costs salaries, infrastructure and materials); the indirect costs; the maintenance of buildings and facilities for the future; the cost of capital employed including the cost of development for the future.

Because the costs of the salaries of the academic staff are a major component of the costs of the activities, each university had to set up a recording system to determine how their staff used their time at the university and to apportion this between the various activities.

Data from the Transparency Review

Because each university is different and has a different portfolio of activities, the distribution of their costs is different, reflecting this diversity. The data for each university is valuable for its management in deciding on strategy and plans, and the data can be aggregated at national level to provide a view at UK level. In addition to analysing costs, it is possible to compare the costs of activities with the income that the universities receive from the various funding agencies, and so find whether the activities, particularly research, are properly funded and sustainable for the future.

The results of the Transparency Review showed very clearly, for the first time, that research was very under-funded in UK universities, made a substantial deficit, and was not sustainable. The more a university grew its research activity, the more it met financial difficulty and was at risk of failure. It is clear that the growth of research, driven by powerful incentives and under-managed by the universities, had outstripped the sources of funding. A lack of knowledge of the full costs of research allowed this to happen in an uncontrolled way. Change was necessary at both national level and university level, and that change is now beginning. At national level, the balances in the dual support system for funding research are under review. Additional funding from government is beginning to flow for publicly funded research, though it is not yet sufficient to support the present volume of research. Universities are thinking again about what they charge private industrial and commercial customers for research, as they have often set their prices too low in the past. Capital funding has been made available to improve the maintenance and development of laboratories and facilities. Finally, the funding of projects in the future is to be based upon an assessment of the full economic cost of each project. Universities themselves will be required to manage their research projects properly, along with the flow of funds to meet the full costs, and most importantly, they will have to plan their research carefully to make sure that what they do is sustainable in the longer term. All of these disciplines are important, but they are quite challenging because of the change of culture that is needed.

Lessons that have been learned

The lessons that have been learned are clear. It is risky to increase the volume of research, both at university level and at national level, without knowing the full economic cost of the activity and identifying the funds necessary to support the full cost in the long term. Most important, each university must plan and manage its research activities carefully if the needs of all of the partners are to be met. Each university will have a definable research capacity in the long term, and it is important that the research plan that it develops takes account of the way that this long-term capacity is used. These disciplines will be uncomfortable because of the pressures to increase research activity at any cost to meet the needs of the various stakeholders, national, institutional and academic. Nevertheless, they are important for the long-term stability of the research activity and of the university.

UNIVERSITY OF GENOA, ITALY

The Challenges of Research Management: Developing a Research Strategy and Funding It

*Maurizio Martelli **

In a context highlighted by a rapid obsolescence of all knowledge, it is fundamental to invest in the production of knowledge, not only to develop ideas, technologies and methods, but also to improve teaching. The case study describes the experience of the University of Genoa in setting up a central service research centre to provide assistance in finding funding and managing projects. More information can be downloaded from the EUA website, under the Institutional Development section (Barcelona workshop).

CHARLES UNIVERSITY, PRAGUE, CZECH REPUBLIK

Exploring New Types of Interdisciplinary Research Projects:
Shaping the Future - Problem-oriented Participatory Research for the Czech Society

*Martin Potůček **

The case study describes the model of basic links between the development of Czech society and the needs of modernisation in the global context that the research team at Charles University has developed. This attempts to illustrate the basic relationships that shape the development of the country and how best to represent the conflict between the quality and sustainability of life today and that of future generations whose interests, of necessity, cannot be represented nor defended. More information can be downloaded from the EUA website, under the Institutional Development section (Aachen workshop).

* Maurizio Martelli, Vice Rector Research, Università di Genova, Italy (2004).

* Martin Potůček, Head, Centre for Social and Economic Strategies (CESES), Charles University, Prague, Czech Republik (2005).

2. THE ROLE OF GRADUATE SCHOOLS

Graduate Schools in Europe: How can they enhance University Research? Reviewing ten Years of Finnish Experience with Graduate Schools

Marja Makarow *

Introduction

Doctoral training has been one of the key elements in Finnish science policy. In 1995, the Finnish Ministry of Education established a graduate school system spanning most scientific disciplines and operating around thematic topics in most universities. The aims were to increase the quality of supervision, offer high quality education in substance areas and transferable skills, enhance networking and international collaboration in research and researcher training, and to decrease the age of fresh PhDs and time-to-degree. The aims have been largely reached, and the schools have consolidated their status as the main channel of training of professional researchers. Moreover, the well-trained PhD candidates contribute to research in the universities in a significant way. However, less than half of all PhD candidates are enrolled in graduate schools. The others have little or no access to courses or support structures. The challenges today are to offer similar privileges, training and support for all PhD candidates, while ensuring the high quality of their theses. It has been estimated that only one fourth of the PhDs can be absorbed by the Finnish universities in the future. Thus, another challenge is to train them to be attractive for very different types of employers outside of academia.

The graduate schools

Every fourth year there is an open call to propose graduate schools for any scientific discipline and any university. The proposals compete by the quality of training in substance areas and transferable skills, as well as by best practices to support the work of the PhD candidate. The Research Councils evaluate the proposals; thereafter the Ministry makes the decisions. The mandate of the schools is granted for 4 years, but is renewable. Currently there are 124 schools, most of which operate as networks of nodes in several universities and research institutes. They are directed mostly by university professors, and often affiliated to Centers of Excellence.

Each school obtains 4-year salaries from the Ministry of Education for part of its PhD students. Currently, all in all about 1500 such salaries with full social security have been allocated. Admission to graduate schools is via an open call, and the students compete according to quality of track record and research proposal. The admission rate has been about 20%. However, the schools have about three times more students. Thus, most of them get their salary or grant from other sources.

At least 75% of the PhD student's work must be research, which generates new knowledge. In addition, students do courses, the volume of which corresponds to 60 ECTS points (30 in Medicine). Most of them are core substance courses and some in transferable skills, like presentation, management and pedagogic skills, research ethics etc. The schools are responsible for organizing, financing and delivering the courses, most of which are funded by the Research Councils. We have integrated doctoral studies as the 3rd cycle to the Bologna structure of university training. We feel that three years must be dedicated to research in order to secure the scientific quality of the theses. One additional year is needed for the training courses.

* Marja Makarow, Vice-Rector for Research and Researcher Training, Director of the Viikki Graduate School in Biosciences, University of Helsinki, Finland (2005).

Quality assurance

The graduate schools have practices in place to ensure quality. The motivation and talent of the students are evaluated at admission, and progress is followed. The quality of the supervisor's research and commitment to the student, as well as to the school as a teacher, is ensured. The research infrastructure as well as the intellectual environment, communality and critical mass of researchers are important elements of high quality doctoral training. The final quality assurance of the theses is the obligation of the Faculties, which issue the degrees.

The Finnish Higher Education Evaluation Council commissioned an external international assessment of doctoral training and performance of the graduate schools, which was published in 2006. The findings of the evaluators were positive, but they made a number of recommendations. The most important ones for the universities were on improvement of university-wide practices to ensure quality. These included e.g. the development of criteria and process for approval of new doctoral programs, and of doctoral admission processes, policies and criteria.

Internationalisation of doctoral studies

Finland is a small country with a population of only 5,2 million, and thus not self-sufficient in all scientific domains. International researcher training has so far been mostly based on *ad hoc* solutions, based often on the supervisor's contacts. Only 13% of the PhD candidates have come from abroad. There is a need to create systematic instruments and institutionalized activities to promote internationalisation of our science base. Our graduate schools should be very attractive to international students. The research infrastructure is good, in many schools teaching is in English, and all education in Finland is free. The graduate schools are seeking international partners for systematic collaboration and development of joint PhD degrees.

Employment of PhDs outside of academia

Worries have been expressed that the Finnish society cannot employ the PhDs in jobs compatible with their training. For the moment, unemployment of PhDs is very low. At the end of 2004, out of the 12,900 PhDs in the country, only 2% were unemployed. Currently, most of the PhDs work in academia, a significant number of them earning their salaries from competitive research grants. The funding of the university sector is not going to be increased in the coming years. Thus, the enlargement of the job opportunities can only occur outside of academia. Employers in the private, public and non-profit sectors do still not appreciate the competence of PhDs, and are not yet sufficiently aware of the broad training that they obtain. Finland has chosen to combat the negative effects of globalization, like the flow of jobs to Asia, by raising the general level of education of the population, and by investing in quality research and doctoral training by securing competitive funds for these activities.

Assessment of 4 Years' Experience of Doctoral Schools

Jean Chambaz *

Introduction

Université Pierre et Marie Curie (UPMC) has been strongly involved in the major reform of doctoral studies in France through the creation of doctoral schools (DS), in the framework of the Bologna Process. The key issue is the added value of training by research to prepare candidates, not only for research, but for a wide range of jobs in most socio-economic sectors. DS are organised upon a critical mass of laboratories guaranteeing a high-quality research environment, and have a large autonomy to adapt their programmes to the specificities of their scientific field and the related labour market. To better prepare young doctors to enter the job market, doctoral training must include specific training on companies' organisation and management, intellectual property rights, and developing personal skills such as self-evaluation, communication, team work and project management. To move forward doctoral policy at the institutional level and to harmonise the activity of its 20 DS, in 2001 UPMC has created a college of DS, and the House of DS, a service dedicated to the definition of personal and career plans and to the training in employment-related skills and management practice, benefiting from 15-years pioneering action in this domain. In 2006, all these structures have been assembled in an Institute of Doctoral Training to move forward doctoral policy at the institutional level.

Background

With 30,000 students and over 2450 staff members, University Pierre & Marie Curie is the largest French university which covers sciences from mathematics to medicine and is the French leader university in research. The 180 UPMC research laboratories are almost all joint research units in partnership with the leading national scientific research institutions in France as such they are regularly submitted to quality assessment and contractual accreditation.

To encourage the sharing of resources, UPMC's laboratories are grouped into research centres which are actively involved in research on an international scale. UPMC has a pro-active policy in this domain. It has improved the management of international relations, drawn up agreements with institutions, increased the number of PhD theses under joint supervision, and introduced the European masters' degree.

Organisation and management of doctoral studies in France

In the past, the third cycle was organised in France on the basis of DEA (the 5th year at University) which consisted of highly specialised discipline-oriented courses with an introduction to research, under the supervision of a senior scientist. Students' theses were followed by the director of the DEA, in a so-called 'doctoral formation'. Proposals of DEA were at professors' initiative, rather than based on an institutional policy.

In 2000, with Bologna, a governmental reform established doctoral schools. These associated training teams based on the existing DEA and a group of research teams on a site and on a disciplinary or interdisciplinary basis, according to the critical mass present on the site. Doctoral schools were assigned the organisation of doctoral training in scientific and general skills, the follow up of the thesis and of the career of young doctors. Doctoral schools are light structures without walls. Most of them are inter-institutional, but depend on a university for their running. The Doctorate diploma is still delivered at the University level,

* Jean Chambaz, Coordinator of the Consortium of doctoral schools, University Pierre et Marie Curie, Paris VI, France (2005).

under the control of a University thesis committee. The hybrid nature of doctoral schools was simplified in 2004 by the shift of most universities to the 3 cycle organisation with doctoral schools now focusing on doctoral studies and the pre-doctoral DEA being included at master level.

Strengths and weaknesses of the French organisation in doctoral schools

The main strength of doctoral schools is the emphasis on training by research which is best undertaken in a high-quality research environment consisting of strong research teams or scientific areas grouping a critical mass in a scientific field or in interdisciplinary domains.

Another major point in the reform was the statement that doctorate should be considered as training by research and not only for research. As a consequence, doctoral training should comprise a specific training in generic skills and knowledge of the job market, as well as the follow up of the thesis and of the career of young doctors. These indicators are be taken into account in the accreditation of doctoral schools and to allocate State granting and to doctoral schools.

The vague structure of doctoral schools represents a major weakness, considering that they are mostly accountable only to the ministry in charge of research and higher education, but are not given real autonomy to develop complementary training and follow up of young doctors. It is therefore very difficult for any doctoral school to develop interdisciplinary programmes, interdisciplinary-based international cooperation, and training in general skills to the required extent.

Approach taken by UPMC

To overcome these difficulties, as early as 2001, UPMC decided to create the College of doctoral schools, which consists of the directors of the 20 doctoral schools associated with the university. The College has contributed to the harmonisation of the internal management of doctoral programmes between doctoral schools, the coordination of lectures, conferences, the sharing of experience, and the simplification of administrative relations with UPMC staff and services, and ministry services.

In order to support personal and career development as well as the training of employment-related skills and management practice, UPMC has also created, within the College, the House of Doctoral Schools (HDS). Associations of graduates from the different doctoral schools collaborate with HDS to ensure the follow-up of new doctors, to develop recruitment channels and to coach doctoral students on their own career plan.

Each of the 20 UPMC doctoral schools is organised around a group of laboratories which have close research interests. The large panel of laboratories, each of them being very well recognized at the international level, forms a critical mass guaranteeing that scientific themes offered to students correspond to accurate and challenging problems. The doctoral schools deliver a 3-years programme of training by research, which ends with the delivery of a thesis degree. Each doctoral school is responsible for research training in a disciplinary or an interdisciplinary field and develops its own programmes.

The future

The participation of UPMC in the EUA doctoral programme project coincided with the preparation of its new institutional contract with the State. It was the occasion for a thorough review of the university's doctoral policy seen from a European perspective.

This revealed that, among its strengths are the critical mass of strong research teams which guarantees a high-quality research environment for training by research in numerous scientific fields or interdisciplinary domains; and the existence of a strong institutional doctoral policy, which favours the actions of individual doctoral schools.

Among its weaknesses, are the fragmented situation of research and doctoral schools in the Paris region and the subsequent lack of clarity, which prevents universities from fully taking their place in the European area of research and higher education; the annual allocation of grants by the Ministry which hinders the development of a long-term policy; and the lack of tools to perform real time quality assessment.

The contractual accreditation of UPMC in 2005 by the Ministry in charge of research and higher education was a great opportunity, especially since it coincided with the evaluation and updating of the doctoral reform by the Direction of Higher Education.

Based on the success of the College of doctoral schools, it has been decided to reinforce harmonisation and cooperation by transforming the College into an Institute of Doctoral Training which will develop cooperation and complementarity with other universities and with research and higher education institutions in Paris as well as contribute to developing European cooperation in doctoral training.

RUHR-UNIVERSITY BOCHUM, GERMANY

Implementing Structured Doctoral Programmes at Faculty Level: Benefits, Challenges and Perspectives

*Thomas Koch **

The case study highlights both benefits and challenges involved in setting up an international infrastructure for graduate education at faculty level. It also addresses the issue of how the 'lessons learned' at faculty-level can contribute to establishing a university-wide graduate school. More information can be downloaded from the EUA website, under the Institutional Development section (London workshop).

* Thomas Koch, Scientific Coordinator, Graduate School of Chemistry and Biochemistry, Ruhr-Universität Bochum, Germany (2005).

Graduate Schools at Imperial College London

Mary Ritter *

Background

Graduate Schools have been developed progressively in the UK over the past 12-15 years, such that more than 70% of universities now have a Graduate School. Typically, these structures are interdisciplinary and based in a single university – thus more closely resembling the US model rather than the subject-specific inter-university model developed in many other European countries. In the UK, each university may have a single graduate school, or may have several, for example run at Faculty level; this variability reflects to some extent the size and diversity of the higher education institution. The roles and responsibilities of these Graduate Schools varies, but collectively they cover areas such as recruitment, admissions, quality assurance, transferable skills training, provision of an interdisciplinary academic environment and an integrated voice for postgraduate affairs within the university.

Our experience at Imperial College London (subsequently referred to as 'Imperial' or 'College')

1. Should we have a graduate school?

Early in 1999 we set up a small cross-faculty group to review the case for establishing a Graduate School at Imperial. All departments were invited to participate, although some were more enthusiastic than others about accepting the invitation! Later that year we recommended to Imperial's Senate that we should establish a Graduate School of Life Sciences and Medicine (GSLSM), since these were the subject areas where there was strong support. Three years later, following the success of the GSLSM, the Graduate School of Engineering and Physical Sciences (GSEPS) was established to cover postgraduates in the remaining two Faculties and the Business School. The key decision for us here was that we should initially build on those areas where there was strong support, and then bring our other colleagues 'on board' by successful example.

2. The initial steps

A preparatory 'Year 0' stage was essential to the ultimate success of our Graduate Schools. For the GSLSM we used this time to develop the mission and strategy of the Graduate School, and the structure and processes by which we would deliver this. In addition, time was invested in negotiating to ensure that the Graduate School was fully embedded in the College structure, with decision-making powers and reporting direct to the academic Senate. The structure we developed was small and flat, to minimise the administrative burden on staff. Thus, GSLSM is governed by a Management Committee, with two subcommittees – the Academic Training Committee that oversees all transferable skills training, and the Postgraduate Quality Committee that oversees quality assurance of all taught postgraduate programmes. Time-limited working groups are used for 'ad hoc' activities. Throughout this time a key point was regular, iterative, discussion with senior staff to gain effective 'buy-in'. For GSEPS the pattern was already set, such that the year 0 could be reduced to a shorter period of a few months.

3. Who belongs to the Graduate Schools?

All postgraduate students at Imperial – both masters and doctoral - belong to one of the two Graduate Schools. There are currently more than 4,600 postgraduates at Imperial, representing approximately one third of our total student population. Overall, around 50% of these postgraduates are masters and 50% doctoral students; approximately 70% are from the EU (46% UK, 24% non-UK) and 30% from overseas. Imperial is, therefore, a culturally diverse higher education institution with a strong focus on research and research training.

* Mary Ritter, Pro Rector for Postgraduate and International Affairs (formerly founding Director of the Graduate School of Life Sciences and Medicine), Imperial College London, UK (2005).

4. The mission, role and responsibilities of the Graduate Schools

The Graduate Schools at Imperial were established to ensure quality and to further develop and enhance postgraduate training and excellence. The focus of activity was not only on specialist academic training, but also, in particular, on interdisciplinarity and transferable skills.

The roles and responsibilities of the two Graduate Schools cover recruitment, quality assurance, transferable skills training, support of an academic/interdisciplinary environment and last, but by no means least, integrated representation within the College. These areas are discussed more fully, below. It should be noted, however, that admissions, registration and other similar administrative support activities for postgraduate students are the responsibility of the College Registry, and not the Graduate Schools.

4.1 Quality Assurance

All masters courses are reviewed biennially by the Graduate Schools, taking into account the course programme and content, course information and literature provided to the students, examination results, external examiners' reports and student feedback (after each lecture and via an annual electronic survey). Proposals to start a new masters course are also reviewed both internally and externally. These data then contribute to the quinquennial external reviews that Imperial organises for its taught programmes. Doctoral programmes are reviewed on a similar cycle, with biennial internal and quinquennial external reviews undertaken by the Graduate Schools and external experts, respectively. In addition to these high level reviews, local review at departmental level (overseen by the Graduate Schools) takes place on a regular basis for both masters and doctoral students, with milestones for progress and opportunities for confidential feedback if serious problems occur. Students, and staff, therefore have many avenues via which problems can be discussed and solved.

4.2 Training in Transferable Skills

Doctoral students in the UK work for 3-4 years on their research project, and this is the key component of their doctoral work. However, it has recently been recognised that in addition to the specialist skills derived from such training 'in research by research', it is critical that individuals with a doctorate can also transfer their knowledge and expertise to their chosen career – within or outside academia. The need for the acquisition of such transferable skills was highlighted in the Roberts Review (2002), commissioned by the UK Government, and finance provided for all students on government-funded scholarships. Students should receive the equivalent of 2 weeks each year in transferable skills training, and Imperial ensures that such training is available for all doctoral students, irrespective of their source of funding. Training covers the seven major areas identified by the Joint Skills Statement of the UK Research Councils: research skills and techniques; research environment; research management; personal effectiveness; communication skills; networking and team-working; career management; together with an additional, eighth, area of knowledge transfer and commercialisation. Training is delivered via a wide range of workshops (usually half- or full-day). However, it is the 3-day residential Research Skills Development (RSD) course that is the flagship of our programme, and highly rated by our students. The RSD is designed for first-year students and addresses a wide range of transferable skills relating to research and personal effectiveness. The RSD also provides a link with the transferable skills programme for our postdoctoral researchers, as these early researchers are trained to act as tutors on the RSD course, aiding their own development and allowing them to use this training and tutoring towards a formal College educational (CASLAT) qualification. A residential course for third-year doctoral students, focused on career progression, is now under development.

4.3 Who delivers the training in transferable skills?

Although initially dependent upon external trainers, almost all our training is now delivered by our own internal staff. In 2004 we appointed two new academic staff as Senior Lecturers in Transferable Skills, and they have been crucial not only in the design and delivery of the residential courses, but also in the development of research into the efficacy of such training programmes. Shorter workshops are mainly taught by staff from the Science Communications Group in the Humanities Department, and by a cohort of ~50 staff from our Natural Sciences, Engineering and Medicine Faculties (following a programme of 'training-the-trainers' courses that we organised).

4.4 An academic interdisciplinary environment

The Graduate Schools provide a key focus and catalyst for interdisciplinary activities within Imperial. The programme starts with a Welcome and Induction session for all new students at the start of each academic year in October. Following this there is a series of events including Distinguished Guest Lectures, a May event, a Summer Research Students' Symposium, and other interdisciplinary activities. After each event there is a reception to provide an opportunity for students and staff to meet with the speaker, and with each other – good networking that feeds both body and mind!

4.5 Distinguished Guest lectures

Winter and Spring Distinguish Guest Lectures allow students to hear top national and international speakers. Recent Distinguished Guest Lecturers have included: Nobel Prize winners Sir Paul Nurse and Professor Sydney Brenner; top thought-provoking science authors Professors Richards Dawkins and Jared Diamond; Lord Bob May, President of the Royal Society, Sir David King, the UK Government's Chief Scientific Adviser and Head of the Office of Science and Technology; and Sir John Krebs, Chairman of the UK Food Standards Agency.

4.6 Students' Summer Research Symposium

Every summer each the Graduate Schools organise a research symposium for their doctoral students. Selected posters from each department (following an intra-departmental competition) are displayed throughout the day to give students and staff a good opportunity to view the wide range of doctoral research being carried out. The posters are also judged by a panel of student and staff judges who talk with each student and discuss their research with them. The day ends with a Guest Lecture and Prize-Giving ceremony for the top six posters.

4.7 Further interdisciplinarity

Cross-discipline workshops cover state-of-the-art technology, while extensive seminar programmes provide opportunities to hear internal and external experts across a wide area of disciplines. All events are open to all students, providing excellent opportunities to cross discipline boundaries between natural sciences, engineering and medicine, while a broader discipline perspective is provided by interactions (particularly in the transferable skills programme) with the Royal College of Art, our neighbours in South Kensington. We hope to extend our links in a similar way with our colleagues at the nearby Royal College of Music.

5. Summary

Overall we are proud of our Graduate Schools and we feel that they have enhanced not simply the postgraduate experience at Imperial but also the whole institution. They have enabled a better link between research training and the College's research strategy and research strengths; have brought postgraduate students and their studies into a key position, giving them a 'voice' within the College; have enabled better monitoring of student progression (leading to better projects, better supervision, better progress); have enhanced interdisciplinarity; and have provided transferable skills training for better employability. The RSD course was at the centre of our Times Higher Education Supplement Award (2006) for 'Outstanding support for early-career researchers'. We were thrilled to receive this - a wonderful reward for the skills and hard work of all our staff involved, in particular the Senior Lecturers in Transferable Skills. The benefits for the students and for the College are therefore mutual.

Both Graduate Schools are now led by new Directors, their founding Directors having moved on to more senior academic management posts within Imperial. The smooth director-director transition reflected both the very high calibre of the new leaders and, importantly, the stability of the Graduate Schools themselves – now an integral part of Imperial life. The presence of two Graduate Schools provides significant 'added value'. For students, they provide a unique home base that is smaller, more personal and better tailored to their needs than the whole of Imperial. For the Directors and staff they provide collaborative support and a sharing of workloads, while the healthy competition between the two Schools ensures a flow of constructive and innovative ideas and actions.

We gained much experience and learnt many lessons through our work in setting up Graduate Schools at Imperial. Of the lessons, there are some that we consider to be critical to success. Firstly, there must be strong support from the top of the institution. The Rector of Imperial has been highly supportive from the start – not only within top management situations, but also, very importantly, in student-facing activities. To have the Head of a university introducing key events sends a very important 'prestige' message to students and staff both within and outside the institution. A second important aspect is the choice of Director; s/he must be a senior member of academic staff selected for their expertise in research and research training; it is not a post for the member of staff who needs a 'retirement' job because they are no longer research-active. This is critical for supervisor 'buy-in' and for the reputation of the Graduate School within an institution. Thirdly, it is important to have student representation; we have student members on all the main Graduate School committees, and their input and involvement has played a substantial role in our success. Fourthly, it is important to nurture your academic staff, to build their skills and experience, to plan for succession and to ensure that all staff involved receive formal recognition for their contribution to graduate school activities (for example when considered for promotion, salary review, etc) – the skills training programmes, quality assurance and other activities are all highly labour-intensive and rely on the contributions of many people. Also critical to success is the quality of the administrative support staff, who need to be not only highly skilled, but also flexible, adaptable and creative – and equally recognised and rewarded. Finally, the establishment of a graduate school is not an 'end-point' but the beginning of an evolutionary process. It is crucial to continue discussions, to listen to feedback from students and staff and to be willing to fine-tune where necessary, and – most importantly – be open to new opportunities. There is always room for improvement and work to be done!

EUROPEAN UNIVERSITY INSTITUTE (EUI), FLORENCE, ITALY

Developing Excellence in Doctoral and Post-doctoral Research: the European University Institute

Andreas Frijdal *

This case study deals with some of the important issues which have had to be addressed in recent years by the instituion with its specific European mission and structure. These issues are a result of the meta forces, such as growth in the education sector and developments in the labour market. The demands generated by the enlargement of the European Union have been solved in part by the increased efficiency of the doctoral programme at EUI. More information can be downloaded from the EUA website, under the Institutional Development section (London workshop).

* Andreas Frijdal, Head of Academic Affairs, European University Institute (EUI), Florence, Italy (2005).

CHAPTER III
GENERAL MANAGEMENT : NEW TERRITORIES AND TOOLS

Management and Higher Education: Is it Really That Necessary?

Tom Kennie *

Introduction

Is the concept of management appropriate in a higher education institution (HEI)? Or is it really the ultimate oxymoron? Even if it is might be applicable, is it really only relevant to those in, or near to, the Rector/Vice Chancellors office and also, is it frankly a matter best left to 'the administration' to deal with?

So what is the case for 'management' – let alone leadership in the higher education world of the 21st century? What benefits (if any) might be gained? And how do you persuade 'the academy' that it is worth getting involved? This introductory piece aims to examine the matter from the viewpoint of someone who, as one of my previous academic colleague once suggested, had 'moved over to the dark side' and left the 'pleasures' of full-time academic life for the world of management, leadership and governance.

Maybe they have a point…

Why does the term 'administration' let alone 'management' so often lead many who work in HE to have a range of negative associations. It is all about 'control', 'bureaucracy', 'limits to my autonomy', 'about slowing up decision making', and so on. On the other hand if the same individuals were invited to judge the importance of more positive values such as 'transparency', 'fairness', 'consistency', 'support' their perception of 'management' becomes much more positive. Change the language and with it the emphasis and style and we can change the perceptions associated with the concept. So how can institutional managers and leaders connect with academic and professional staff in a way which avoids the former and emphasises the latter set of perceptions?

First, it is important to acknowledge and respect the context within which management and leadership is exercised. HE institutions are somewhat unusual organisations. Most have long histories (even some of the 'so called' new ones), so it is important to respect the traditions and values which have developed over time. Second, HEI's are complex organisations, unlike many other bodies they do not have a single, or simple, set of criteria which define 'success'. Third, HEI's employ bright individuals, and people who often have very well developed skills of critique. Many on the academic side also have a limited association with their organisation whilst at the same time having a much stronger connection with colleagues in their field of academic enquiry. Fourth, a wide range of professional and academic sub-cultures predominate, and anyone attempting to exert influence will need a very good appreciation of these cultural similarities and differences. A further distinguishing factor is that, for many academics, the role of manager-leader is often a part-time role and one which is held for a limited period of time. Lastly, it is important to recognise that the processes of leadership and management are subject to a complex set of checks and balances through several governance, executive and academic bodies. Attempting to make change happen and be sustainable over time therefore requires high levels of influencing skills together with political awareness and astuteness.

However, it is important to recognise that, whilst many HEI's share some, or all, of the characteristics outlined above, they are by no means unique. Professional service organisations (such as firms of lawyers, architects, engineers etc.) also employ bright individuals who have strong connections to their discipline

* Tom Kennie, Ranmore Consulting Group/The Leadership Foundation for HE, UK (2007).

where the credibility of those who manage and lead is strongly connected to their professional credibility. Many public sector bodies have multiple success criteria, many stakeholders to satisfy and limited resources to deal with often unlimited demands for their services (e.g. in the health field). Those responsible for managing and leading in charitable trusts are subject to a governance structure which can, and does, act as a balancing influence on the 'executive'. Even in the private sector, those leading and managing highly technically skilled professionals require very well developed influencing skills.

Understanding the context is an important starting point, whilst also remaining open to the similarities which exist with other sectors.

Comparative Perspectives on Management, Leadership & Administration

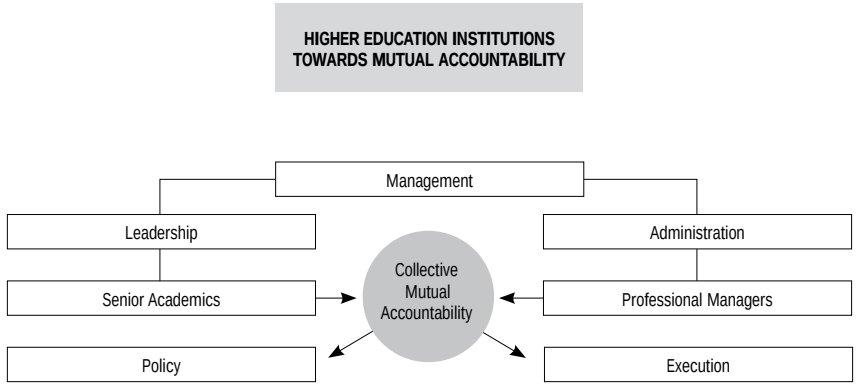
The contextual differences between private, corporate sector organisations and other public and professional service organisations provides a second dimension to the analysis of management in HEI's.

Handy (19…) offers the following alternative views and perspectives on management and leadership in different organisational settings. He starts by describing the concept of management as practised in a traditional corporate business environment He suggests that in the corporate sector management as a concept encompasses aspects of both leadership and administration and both of these roles are fulfilled by 'managers' who both determine the policy/strategy to be followed and through their actions are accountable for the execution of that policy. They typically achieve this through a well defined hierarchy and can, if required, fall back on a 'command and control' style of operating to ensure that actions are implemented and outcomes achieved.

Handy then progresses on to describe a different perspective on the concept which, he argues, exists in the professional service and is some public sector organisational contexts. In this context Handy suggests the process of management and its constituent elements is split. Leadership is the domain of the senior professionals. Through a process of negotiation they collectively determine the policy to be executed and through a separate line of control delegate to professional managers the process of implementing the policy.

This model is more transferable to some HE contexts, with the leadership side the preserve of the senior academic body and the administration dimension met through the professional administrators. The style is consensual in nature and indeed implementation can ultimately only be achieved with the consent of individual professionals who willingly cede some of their autonomy to those who are exerting leadership on their behalf.

Arguably, through the impact of a changing external context and the increasing complexity of the internal organisational setting, a third model is evolving. This reflects the reality that it is increasingly inappropriate to leave the determination of policy exclusively to senior professionals/academics/politicians. Professional managers can, and should, contribute to policy formulation. Simply asking them to compliantly focus on 'delivery' is much too limiting. Indeed in many HEI's a growing gap seems to be emerging between the grand designs and strategic plans developed by the senior academics and what is actually happening on the ground. For many HEI's policy determination needs to be much more of a shared responsibility with significant input from strategic level professional managers e.g. finance, HR, estates, quality, business development etc.) as illustrated by the figure below.



In this view of management the need for, and importance of, creating a collective mutual accountability for the policy/strategy process and its execution dominates. To achieve this approach requires different ways of operating, which will require new and different approaches to the overall general management of the institution. Above all to achieve this objective will demand greater emphasis on a collective approach to 'being strategic' and a constant awareness of how to close the gap which can often exist between the 'institutional policy and associated plan' and the locally implemented operational plans.

To summarise, the practise of management in an HE context is a much more complex activity than that in many other organisational contexts. Given that a central role of effective management is the establishment of an agreed policy – and in a manner appropriate to the HE culture, how might this be achieved?

Developing the Collective Policy: Strategic Level Policy Formulation & Planning

Faced with this challenge how do you as a busy academic or professional manager ensure you are being suitably strategic in your policy making and planning activities? To act as a basis for self reviewing your current approach consider the following six factors. In each case the evidence may, or may not, be included in the formal document called the 'strategic plan'. What is important is that evidence can be found that all six components have been considered and are informing the formulation of the final policy.

Anticipating 'there' – Analysis and Horizon Scanning

The first factor which provides evidence that a policy and its associated plan is strategic is the extent to which the plan includes evidence of clear analysis of the changes taking place in the external environment. For example,

- Is the policy responding to changes occurring in the external environment?
- Political?
- Economic?
- Social?
- Technological?
- Legal?
- Environmental?

A second dimension to this analysis stage is the extent to which thought and consideration has been given to the longer term trends which might be taking place – and developing some scenarios to describe such futures. The concept of scenario planning can be a valuable tool to apply to this challenge.

In summary we can then assess,

- Does the plan consider some of the possible ***future scenarios*** which might face the institution or does it appear to neglect consideration of critical uncertainties which could occur?

- Are the ***implications of these future scenarios*** for the more immediate planning horizon (say the next 1-2 years) considered?

Being 'there' – Making Choices and Identifying Advantage

A second factor which can provide useful evidence of the extent to which the policy and its associated plan is strategic is the evidence of clear choices being made about the markets and services being offered together with evidence of a clear articulation of what makes the institution sufficiently different from its competitors.

- Does the plan clearly articulate an ***overall vision*** for the institution? Is it sufficiently demanding and is it likely to inspire others?
- Do you have a sense from the plan that the document highlights the ***key strategic dilemmas*** facing the institution?
- Does the plan provide adequate evidence of ***clear choices*** being made to position the institution?
- In addition, does the plan adequately define what makes the institution sufficiently ***different*** from its ***perceived competitors?***

Getting to 'there' – Implementation

A third factor against which to assess a strategic policy formulation process is the clarity with which the link to the operational implementation of the strategy is made. So often the grand visionary aspirations remain simple, but inadequate thought is given to how they will be translated into more tangible actions.

- Does the plan consider the ***resource*** implications of the strategy/vision adequately? and are the ***resource implications*** clearly linked/aligned to the strategy?
- How clear is the plan for ***executing*** each component of the strategy?
- Are the ***structural implications*** of the strategy considered?
- Do processes exist so that the plan can ***adapt and change*** to changing circumstances?

Measuring 'there' – Key Performance Indicators

A fourth area to seek evidence of in the policy and its associated plan is that of measurement. How will the success of the plan be assessed? Techniques such as the use of 'Key Performance Indicators' (KPIs), the use of the 'Balanced Scorecard' may be used to ensure that an appropriate portfolio of measures have been selected and ensure that adequate attention is being given to both financial and non-financial measure of success. Above all the measures need to emphasise the 'on-strategy' behaviours you want to encourage and act as a deterrent to the 'off-strategy' actions which will take you off track .

So issues you might explore in reviewing a plan would include

- Do a clear set of ***measurable criteria*** exist which define success for the plan?
- Does the plan have clear ***metrics*** which guide the implementation of the strategy?
- Do you sense that consideration has been given to how to ***link performance measurement*** at a macro level to those at other levels?

Focused Collective Energy towards getting 'there'

A fifth source of evidence of a strategic approach to policy formulation and planning is the extent to which the process has been inclusive and that there is evidence of real commitment to the outcomes. Too often the process of developing the policy is restricted to a small number of individuals (or in extreme cases one person) who then 'consults' others in a somewhat ad hoc manner. Not surprisingly the level of commitment to delivering such a policy is usually extremely low. The evidence which will demonstrate this is not the case includes;

- Do you get the impression that the outcome is genuinely the work of, and ***has involved a range of staff,*** in its development?
- Can you see adequate evidence of the extent to which ***the senior management team are fully committed*** to making the policy real?
- Can you judge to what extent others are ***also committed*** to the delivery of the policy?
- Do you sense that a significant number of staff (at all levels) are ***actively engaged*** in delivering specific actions which will ensure the policy is delivered within the time horizon which has been set?

Communicating (and integrating) 'there' – Key Messages

A final source of evidence which one might seek is the degree of communication about, and integration of, the key elements of the policy. Is the policy and its associated plan largely a series of isolated parts developed by separate groups with no overall sense of connectedness, or more integrated?

- Does the plan convey sufficiently clearly a set of the ***key strategic messages?***
- Is the plan adequately ***integrated***, or a series of largely unconnected parts?
- Do you have a clear sense of how the policy and plan are being ***communicated?***

Strategic policy formulation and planning by themselves can be very useful activities, but only if they involve a wide range of participants in the process. However, the acid test of its effectiveness lies in the extent to which the implementation of the policy is actually visible on the ground, in the actions and behaviours of staff in the various Faculties, Schools, Department and Units throughout the institution. To do so requires a constant vigour to close the 'policy -implementation gap'. Indeed as a member of the senior management team in an HEI this is probably the single most significant contribution you can make to effective management. So often those who lead the creative and energising process of developing the policy fail to follow through with the close monitoring of actions to ensure its delivery.

In summary check,

Direction: Do we have a clear, simple summary of where we want to go?

Communication: Has this been communicated in a compelling manner?

Sponsorship: Do we have someone at the right level who is committed to making the policy real?

Actions: Have we identified clear vertical and horizontal and projects with regular milestones?

Accountability: Have we made absolutely clear who is accountable for each component of the policy and its plan?

Resources: Have we redeployed adequate resources to ensure the actions are able to be implemented?

Incentives: Do they exist? Will they create the desired behaviours we need (without unintended side effects)? How are we rewarding people?

Measurement: Do we have the mechanisms in place to collect evidence about implementation progress?

Engagement: Do we have clear processes for regularly engaging those who need to implement the plan?

Feedback: Have we got adequate mechanisms for checking we are still on track, or need to adapt our plans? And above all else

Passion and Enthusiasm: Does this exist within at least a core of key staff?

Conclusions

Does effective management matter in a HEI? In the past perhaps it was possible to operate in some limited cases within a highly collegial and consensual model of operating. What is easier to conclude is that in the vast majority of HEI's a heavy handed application of a corporate style model of management will be very unlikely to be successful (as it would be in many of today's knowledge based corporate environments). What is required is a process which requires considerable self insight and insight into the drives and motives of those being 'managed'. The debate as to where leadership begins and management ceases is no doubt another issue, but in the end we can all recognise really effective management – and really appalling management. Let's hope we can continue to build and develop a new approach to the process which is both responsive to the HE context whilst at the same time challenging of the management status quo.

What can Performance Indicators do for Higher Education Institutions? A US Perspective

Craig Abbey *

Introduction

Over the past several decades the environment for high quality research universities has become increasingly competitive, not only within the United States but also within the larger international context. This competition appears in many forms. The proliferation of ranking publications, the emergence of world league tables, the international competition for quality faculty and students, and the growth of international collaboration and competition for research all point towards a globalization of university standards and expectations. Within that context, all significant international universities, and especially those in the United States that have been involved in this form of intense competition the longest, have strong incentives for improving performance.

While some elements of university performance may well be specific to particular national economic and political structures as well as differing university traditions of governance and operation, the fundamental context for institutional improvement is universal. This is because the core elements of the competition are shared by all: quality and productivity in education and research.

In the following discussion, we provide an overview of the United States research university competition and offer a set of guidelines for institutional improvement within this context. The principles described here, with minor modification for place and culture, are likely to prove universally useful for institutions seeking improved international competitiveness.

The US Context

In the United States, federalism splits government power and functions between the national government and the country's constituent entities, the states. The federal government historically has pursued policies supporting higher education, but has generally left organization, funding and governance to the states. Today, the federal government's major activities fall into three areas. First, the majority of research funding comes from the federal government. In 2004, US academic institutions expended more than $27 billion for research and development funded by the federal government[1]. Second, the federal government seeks to provide access to higher education to all socio-economic groups through student financial aid in the form of subsidized loans and outright grants. Third, the federal government requires that extensive summary data be reported regularly on enrolments, degrees, employees and finances. However, these data are generally descriptive and not performance related with the notable exception of graduation rates. The graduation rate measure, originally adopted by the National Collegiate Athletic Association in response to growing concern that student-athletes were earning degrees at rates well below the rest of the students, has been widely criticized as a blunt instrument which fails to take into account the varying missions and nature of higher education institutions. Although there has been recent talk of national set performance indicators from the Spellings Commission[2] , it is far from certain that there will be any movement on towards a national indicators scheme anytime soon.

* Craig Abbey, Research Director, TheCenter, The Lombardi Program on Measuring University Performance, University of Florida and Chief Data Officer, State University of New York, USA (2006).

[1] National Science Foundation, Division of Science Resources Statistics, Academic Research and Development Expenditures: Fiscal Year 2004, NSF 06-323, Project Officer, Ronda Britt (Arlington, VA 2006).

[2] A Test of Leadership, Charting the Future of U.S. Higher Education. A Report of the Commission Appointed by Secretary of Education Margaret Spellings, U.S. Department of Education, 2006.

The state government level is where most of the higher education policy debates get played out in the US. Higher education institutions are chartered by states. The majority of instructional funding for public institutions comes from state tax revenues. The scope, size and mission of public higher education institutions are defined by each state. Organizationally, no two states are exactly the same. There are 50 states and 50 different models. Because of the primary role that states play, it has been at the state and institution level where the majority of activity surrounding performance indicators has occurred.

Changing Accountability

A combination of factors in the 1980s brought about calls for higher education institutions to be accountable for the funding they received. Prior to the 1980s, states had generally ignored their two most influential policy tools, namely information and budgets[3]. State governments, which cannot generally borrow money to pay for operational expenses, were seeking to slash outlays. College and universities were seeing the ebb the 'Baby Boom' enrolment tide which had guaranteed a regular supply of students. On the priority list, higher education is generally seen as less of a priority than basic services and elementary and secondary education funding. These developments and others lead to calls for outcomes assessment in the last of half of the 1980s, focusing on what students were learning. The late 1980s and early 1990s saw calls for performance reporting using metrics to report on a series of indicators. By the early and mid 1990s, performance reporting was replaced by performance budgeting.

Role of Governance and Management

In the US, universities are generally governed by a board of trustees whose membership is primarily from outside the institution. The manager of institutions (president, chancellor, rector, or principal) is not necessarily selected from within the institution as is the case in many European universities. The role of governance is to work with management to develop performance indicators to guide the institution as a whole. Management also has a role in working with institution's sub-units (colleges, departments, etc.) to develop relevant performance indicators for each part of the university. The US experience has shown two major pitfalls regarding governance, management and performance indicators. First, when governance stops governing and starts trying to manage an institution, performance indicator schemes will fail. Second, instability in governance and management can lead to the failure of a performance indicator scheme. Both governance and management can use performance indicators to drive an institution and its parts towards a common vision. Leadership changes inevitably bring about a shifting of institutional goals and focus.

What Can Performance Indicators Do?

Without measurement, expectations for change are meaningless. Without context, what does change mean? Performance indicators can provide meaning and context to change if chosen well. Performance indicators should measure what the institution values. By measuring and reporting on an indicator, a message is sent to the people and groups that comprise an institution that the thing that is being measured is important to the institution.

Performance indicators can also be used to set goals. Measuring and the use of benchmarking data can provide perspective as to the current state of the institution. When setting goals, institutions should compare themselves to the best peers. There is no purpose in aspiring to mediocrity. If an institution wants to be among the very best in what it does, it needs to know where the best institutions stand. Change takes time, so the institution's short-term goals might be set lower than the best institution.

[3] See Joseph C. Burke in 'Quicker, Better, Cheaper? Managing Performance in American Government,' Edited by Dall Forsythe, Rockefeller Institute Press, 2.

Perhaps the most significant aspect of what performance indicators can do is to provide a set of incentives. Tying a reward to a performance indicator will drive behavior. The reward need not be all that substantial so long as the demand for the reward exceeds the institution's ability to supply it widely. The reward can be an incremental increase in funding, additional faculty positions, or additional conference and travel funds. If an institution wants to attract more grants, allocating laboratory space based on the funding obtained will certainly generate an incentive to seek external funding.

Increased efficiency can also generate internal savings which can be redirected to other purposes. If a department has teaching loads below peer institutions, they can increase their productivity by teaching more students with the same number of professors. The university can deploy this savings in two ways. First, it could enroll and teach more students without hiring additional faculty. Second, it could lessen the teaching loads of some faculty and assign their time to other purposes.

How to Measure Performance

Performance indicators need to be clear, open and explicit. Many international university ranking schemes, for example, use Nobel Prize winners to measure the quality of a university's faculty. While the Nobel Prizes are prestigious, they are not clear indications of a specific performance measured. Nobel laureates are rare and do not represent all disciplines. Generally, the prize winners receive their award more than a decade after the work they are cited for has been published. So, does a Nobel Prize measure the current faculty at the university or a single faculty member's work from 10 to 30 years ago perhaps at a different institution? More importantly, it is not clear how the measurement of Nobel Prizes leads a university to produce Nobel Prize winners? A better approach, which *The Top American Research University* data provide, is to measure a set of awards that are given for current work across a wide-spectrum of disciplines. This has the advantage of gauging the quality of an institutions current faculty.

In order for performance indicators to have their desired effect, they need to be open and explicit. Complex measures run the risk of failing to communicate what the institution values. The faculty and staff of the institution need to know what is expected of them in order to modify their behavior to meet the institution goals. Agreement on performance indicators between governance and management or management and sub-units of the institution will greatly increase the achievement of improved performance.

In order to access performance on many indicators, it is necessary to compare one institution to peer institutions through benchmarking. Publications per faculty, a common indicator, must compare publications across different institutions but in the same discipline because the scholarly communication patterns of disciplines vary widely. A comparison internally would always show, for example, that the science faculty publish many more articles per person than the historians and that historians publish more books per person. The real question is how the historians at one university compare to the top university's history faculty. In addition, when comparing the performance of administrative units such as grant administration, there will be no internal comparator because each university usually only has one grants administration office.

Measuring productivity on campuses is sure to meet with opposition. Academics fear that an emphasis on increased productivity will lead to a decreased emphasis on quality. For centuries academics have focused on quality and largely ignored productivity. Improvements in productivity need not come at the expense of quality although productivity is usually easier to measure than quality. Because it is a relatively simple task to count the number of journal articles and considerably more difficult to assess their quality, measurement systems must always recognize quality measures separately from quantity measures. A system could report on the number of articles published in refereed journals as a productivity measure and then count the number of articles published in the top 15 journals in the field as a quality measure.

Reward Performance

Universities are inherently slow-changing, conservative institutions and resistant to change. In order for performance indicators to drive performance, the rewards must follow performance. While it is possible to allocate all university funding through performance indicators, the US experience has been rewarding good performance works better than punishing poor performance. For example, the state of South Carolina attempted to allocate their funding solely on a set of performance indicators. Because the institutions in that state were quite different in character, the state had to invent a very complex set of measures to capture the unique characteristics of each institution. The resulting system was not only ineffective, it produced a host of unanticipated funding outcomes that proved politically unacceptable, the system failed to achieve its goal. In order to achieve improvement in performance (on quality and productivity), the measurement system needs to be in place for a significant period of time. Generally, university data are relatively stable from year to year. Only over a period of years is it possible to see improvement trends.

Challenges in Selecting Performance Indicators

The simplest way to defeat a performance indicator system is to overwhelm it with complexity. If the measures are complex enough, they will be hard to understand and collapse under their own weight. If the measures selected are difficult or expensive to obtain, those who seek to undermine a measurement system can delay or push the costs higher than the potential benefits. Avoiding responsibility is much more difficult when a performance measurement system uses publicly available data recognized as significant indicators especially by the faculty.

Selecting peers for benchmarking is one of the significant challenges. Institutional sizes vary greatly in the US for example, with some research institutions having only a few thousand students focused on a small set of disciplines and others with more that 50,000 students spread over nearly every discipline. The rules under which public and private institutions operate are also different. The presence of a medical or engineering school will greatly affect the research expenditures of an institution. In short, when comparing institutions, it is important to keep in mind that no two institutions are the same and that comparisons between institutions that are more similar are generally better than comparisons between widely dissimilar universities.

Deciding what to measure at the university versus the unit/department level is another challenge encountered when setting up an indicator system. A faculty productivity measure of publications per faculty member may be useful at the university level, but the mix and relative size of disciplines within universities varies greatly making comparisons difficult. A publications per faculty measure is more effectively accomplished at the department level. Broader measures of performance work better at the university level. In the US, because the federal government funds research on a competitive basis, an institution's ability to compete successfully for these dollars is a good indicator of a universities comparative quality.

At the institution level, *The Top American Research University* measures are used by many US research campuses to measure their own performance. This publication captures data on nine measures from publicly available, verifiable sources on an annual basis. These nine measures are:

1. total sponsored research
2. federally sponsored research
3. faculty awards
4. national academy membership
5. endowment
6. annual giving
7. doctoral degrees granted
8. post-doctoral appointees
9. SAT scores

While no available data can accurately capture the totality of a university's quality and productivity, these reliable measures approximate the total performance of research universities in the US. Unlike other commercial rankings, The Top American Research Universities does not provide an overall rank for the institutions in our study because we do not believe such fine distinctions exist and because the process of aggregating the indicators to get a single rank would require a weighting of the data. The rank ordering of institutions gives the false impression that the precise order of institutions reflects precise differences.

Over the years of the annual report of The Top American Research Universities, institutions across the US and around the world have used these data to place their institution into competitive context, to design various systems to improve their performance, and to demonstrate their achievements to their many publics[4]. An example of applying the principles described here is available on line for one major public research university in the United States[5].

Conclusion

Throughout this discussion, it should be clear that some simple principles drive all successful university measurement systems.

- **Improvement requires measurement:** This is fundamental, self-evident, but often lost in value driven discussions of university purpose and goals. Unless a university characteristic can be measured with some degree of reliability and consistency, it will be very difficult to improve performance on that characteristic.
- **Choose performance indicators carefully:** Most performance system fail because the indicators chosen are too complicated to measure clearly and consistently over time. In addition, as part of choosing carefully, choose only a few indicators. Many performance improvement systems fail because they measure too many things. Usually university performance can be identified with ten or less indicators, and while many other elements of university activity may well need to be captured to improve operations, the measurements for success should be few and specific.
- **Reward performance:** Here we emphasize that quality and performance indicators are most effective when they are matched by systems for allocating budgets and rewards to the institutional actors. If a university measures one thing and rewards a second attribute, then the individuals within the institution will maximize whatever is being rewarded. Only by aligning rewards and measurements does improvement take place rapidly and consistently.
- **Maintain the measurement and reward system stable and effective over time:** Universities are profoundly resistant to change. They respond slowly but effectively to constant, clear, and unambiguous pressure around easily understood measurements that reflect the global context for university competition. An effective system needs to be systematically managed with good data and clear measures of performance and quality consistently for six to eight years to have a substantial impact. At the end of this period, the system is likely to be internalized and become the norm for driving sustained university improvement and competitiveness.

[4] TheCenter Top American Research Universities: An Overview (TheCenter Reports, 2002) by Diane D. Craig.

[5] A Decade of Performance at the University of Florida (1990-1999) (University of Florida, 1999) by John Lombardi and Elizabeth Capaldi.

Introducing the Balanced Scorecard in the University of Edinburgh

Bruce Nelson *

Introduction

The University of Edinburgh has been using a Balanced Scorecard to measure institutional performance since 2002. This case study explains why the University adopted this approach, and how the Scorecard is used within the University. It outlines the measures initially used, and how these have been revised over time both in response to performance on individual measures and to reflect a more strategic approach now being taken to set institutional targets. It sets out some lessons learned from Edinburgh's experiences, and outlines how the University is further developing its approach.

Background

There were a number of reasons why the University decided to adopt a Balanced Scorecard in 2002. Externally there was increasing pressure on institutions to adopt better management information in support of institutional governance to allow them to fulfil their governance responsibilities; they were being encouraged to measure institutional performance against plans and Key Performance Indicators (KPIs) with appropriate use of national and international benchmarking; the environment was changing in ways which put greater emphasis on institutional accountability. Internally the University's Planning Section felt that there was a need to rationalise the production of management information to support senior managers' role in overall strategic monitoring of the University's performance in a more coherent fashion, and to allow them to proactively identify areas of concern. And in an increasingly competitive environment, there were concerns that without improved performance measurement systems the University would potentially be at risk of failing to identify areas of inefficiency or be able to capitalise on the areas of success.

The Balanced Scorecard

The Balanced Scorecard was developed by Robert Kaplan and David Norton of the Harvard Business School in response to concerns about traditional methods of measuring organisational success, which were felt to be too focused on financial measures, and hence backwards looking. This consists of a series of performance measures combining both financial and non-financial metrics, grouped under four perspectives: learning and growth, customer, business process and financial perspective.

University of Edinburgh Balanced Scorecard

The University adopted a Balanced Scorecard containing 32 indicators. These came under four headings: Organisational Development Perspective; Financial Perspective; Stakeholder Perspective; and Internal Business Perspective. The indicators were chosen to try to reflect the range of the University's activities, and were linked to the Strategic Plan. They were based on a mix of external and internal data. They included measures to signal where the University desired behavioural change.

For the indicators based on external data, publicly available information was used. For internal measures pre-existing data was used, in order to avoid compromising the exercise by allowing objections based on the creation of significant additional work.

* Bruce Nelson, Academic Registrar and Deputy Secretary, University of Edinburgh, Scotland, UK (2006).

Each indicator was linked to one of the nine University Goals in the then current version of the Strategic Plan. A definitional page for each indicator was published, explaining what it is measuring and why it was chosen; linking it to the Strategic Plan and to other indicators; and commenting on any caveats for the indicator. For most indicators the university also published more detailed underlying information, either breaking the indicator down into components or providing further contextual. It was felt important to provide this richer information set, partly to make the Scorecard more useful to its various audiences but also in reflection of the challenging nature of the academic context. As updated information appears through the financial year it is added to the draft Scorecard for that year. At the end of each year the Scorecard is archived, so that a permanent record of remains.

A time-series information for each indicator is also published as well as comparative information for selected members of the Russell Group since it was recognised early on that to get full value from the Balanced Scorecard a rich set of both trend and benchmarking data needed to be available.

Managing the Project

The University's Planning Section produced a paper setting out the proposals which was approved. This was then followed by extensive consultation with relevant senior managers, both to explain the approach in more detail and to discuss appropriate indicators for their areas. The final proposals were produced by Planning for the Principal's initial agreement, followed by approval through the committee culminating in final approval by the University Court.

Issues

A number of issues emerged as the Project progressed:

- there were some tensions over the necessarily small number of indicators for each area and on the identification of individual indicators, but not for the overall concept.
- it was not easy to find equal numbers of appropriate indicators for each perspective. Technically it is now a balanced scorecard rather than the Balanced Scorecard.
- early pressure was put on to produce backwards looking time-serie. This was easy for some publicly available data, but much harder for some other areas.
- it proved more difficult to produce comparator information than anticipated. Differences in structures and availability of data in other EU countries and even within the UK itself made this close to impossible.
- we had originally expected that measures would eventually be supported by targets, but in practice this has been addressed through the revision of the Strategic Plan, meaning that where there is not a specific Strategic Plan target; there is not a target for the Scorecard measure.
- updating the information. We quickly realised that not all the measures could be updated by Planning staff, and that collaboration from other departments was needed.
- time required for the Project: it took around nine months to complete.

Interestingly there were very few concerns about the decision to make the Scorecard publicly available.

The University's Use of the Scorecard

The Scorecard is now an integral part of the University's senior management and governance processes. It has been accepted by the Court, and there is clear buy-in by senior management. Its introduction has facilitated the University's move towards a more genuinely Strategic Plan with clearer targets.

Further developments

The initial project is now an ongoing one. They are working on getting better comparative information for data not in a publicly available data sets, getting some comparative information for international institutions, reviewing the indicators in the light of experience to date and in the context of the new Strategic Plan, cascading the approach to Colleges/Support Groups. This is a target in the latest Strategic Plan.

Lessons learned

What were the main lessons learned:

- support from the Principal/University Court was vital. This ensured that discussions with senior managers were about what indicators were appropriate rather than whether or not we should adopt the approach.
- flexibility on theory. We did not follow the theory rigidly where we thought it inappropriate for our business. Also, we tried to reflect the academic context in our approach, for example by providing more information than is strictly necessary on the background to individual indicators.
- engagement of the Principal's Strategy Group. This is the forum where the most senior University managers meet regularly and drive forward institutional change.
- the need for a disinterested single individual/unit to produce the final proposals. It was impossible to reflect every concern/view of the senior managers in the final proposals. If we had, the final Scorecard would have been several times bigger, would have included 'easy' indicators/those which would show particular areas in the best light rather than provide genuine measures on strategic performance, and would have lacked overall balance. It would certainly not have been a balanced scorecard.

Indicators in University of Edinburgh Balanced Scorecard

1. Original indicators

Organisation Development Perspective

Shape of student population

- proportion of full-time UGs from Scotland
- number of research postgraduate students
- fee income from taught postgraduate students
- lifelong learning students

Flexibility of curriculum

Research grant applications submitted per annum per member of academic staff

Proportion of new appointments to chairs who are women (*)

Headcount of staff development attendees (*)

Number of staff on fixed term contracts as % of all staff employed

Financial Perspective

% Of total income from non-formulaic funding sources

Historic cost surplus as % of turnover

Administrative operating costs as % of academic operating costs

Research indirect cost recovery contribution as % of total research income

(- indicator being replaced from the 2005/06 Scorecard)*

Commercialisation of research (licences signed)

Fundraising

Ratio current assets: current liabilities

Average annual cost of an FTE staff member (*)

Utilities, maintenance & servicing costs per square metre

Stakeholder Perspective

International student headcounts

Proportion of students achieving a first and upper second degree

Widening participation: proportion of students from state schools/colleges

Intake of home/EU students from ethnic minorities as % of total intake of home/EU students

Newspaper cuttings analysis: % of column cm positive

% academic staff in 5 and 5* RAE units of assessment

Internal Business Perspective

Number of full-time students per open access computing seat (*)

% library stock issued by self-service (*)

Proportion of central committees with an online service for members and the proportion of papers available online from these committees (*)

Total income per square metre of gross internal area

Capital expenditure & planned maintenance as % of estate value

Total property cost as % of university total income

Backlog maintenance spend required to bring the university into compliance with Disability Discrimination Act

Room utilisation

2. New indicators

Percentage of new appointments at lecturer, senior lecturer/reader and professor/chair level who are female

Number of staff development events attended per FTE member of staff

Usage of key information services resources provided, per £ of investment

Harmonisation of common systems and services

Percentage of users satisfied with information services

Proportion of usable freedom of information publication scheme resources

(- indicator being replaced from the 2005/06 Scorecard)*

An Example of Implementation of a Quality Assurance Process in a University: The Four-Leaf Clover Model

Joke Denekens *

Introduction

The process of quality assurance started recently in the University of Antwerp with the merger of three smaller institutions just three years ago. A first outline was presented to the academic community with the implementation of some aspects already underway. The present phase can best be described as one of discussion of the principles and criteria between the university board and the faculties.

The external policy context

The 1999 Bologna declaration generated a plethora of decrees with rules and regulations in Belgium but no financial support for universities to implement them. Although the decrees are innovative and have the potential to make higher education a really creative space, the government has not really taken into account the cultural shock and the consequences of implementing the new rules.

Organisationally the institutions feel suffocated by the pressure the government puts on them. The academic staff perceives the implementation process as a process of control that threatens their autonomy and cripples their creativity. In the framework of the Bologna process, quality assurance in Flanders is used as a tool for rationalizing the programmes. Competition between institutions of higher education is growing and market forces have made an appearance. There is great resistance to the new systems of quality assurance especially for the accreditation procedures that are perceived by the faculties as unwieldy mechanisms that prevent them from doing their 'real' job. The quality of teaching and learning is a topic which is always under discussion and different stakeholders seem to perceive the concept in different ways.

Quality assurance: consistency between the external and internal world

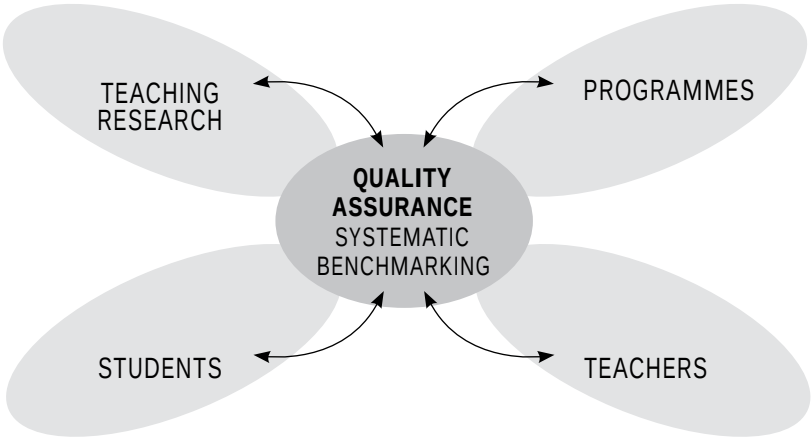
The main goal for universities is to approach external procedures and standards of quality assurance constructively and make their objectives coherent with their own academic standards and organisational values but in balance with the need for external accountability and gain the support of staff. Universities should take the lead in transforming and adapting them according to their own purposes. They should use the accreditation system to make their programmes transparent for students, to install audit systems instead of control systems and to make procedures both effective and efficient.

The four-leaf clover model as a tool for internal quality assurance in teaching and learning

There are so many components, persons and structures in the different aspects of quality assurances that it is necessary to design a schematic framework in which all components can be placed. At the University of Antwerp the four-leaf clover model was developed.

Quality assurance is seen in the first place as enhancement of quality: study programmes should prepare our students for their future.

* Joke Denekens, Vice-Rector Teaching and Research, University of Antwerp, Belgium (2006).



Four leave-clover model for quality assurance

At the heart of the four-leaf structure is quality. Quality should be measurable!

Fundamental principles and prerequisites

- Diversity: faculties differ from each other; this should be taken into account because it might create problems for accepting the indicators.
- Permanent interaction between teaching and research: the proposed system should be capable of describing and assigning due importance to this relationship.
- University autonomy and academic freedom should be underlined in the proposed system of evaluation.
- The framework should be comprehensive.
- The indicators should pay attention to all aspects of quality assurance.
- The evaluation tools should not only be acceptable for teachers and students but also be valid and reliable.
- The processes of gathering data, analysing it and building action plans for enhancement should be effective so as to enhance quality.
- The organisation should be prepared to this so that the action plans can be established and evaluated on their merits.
- The indicators should be congruent with those used by external agencies for quality assurance.
- Indicators are not always measurable in quantities: these can be transformed into qualitative ones.

The content of the four leaves

The first leaf is about the **programmes offered**. These are the result of two influences: the external demands for rationalisation and the desire of the university to make choices which are aligned with the chosen profile for the future. Striving for a good position in the market forces the university not only to design new programmes but also to reach new target groups. The university leadership is continuously weighing these factors when making choices about the content of the programmes.

The indicators proposed for the moment are the numbers of students; the content of the programmes offered; the market share; analysis of drop-outs amongst first year students and offering support for reorientation; programmes to prevent student drop out; realisation of accreditation criteria; policy for both learning and working at the same time.

The second leaf is the **teaching and research** nexus. This choice is made because this is really the core business of the university.

It is very difficult to define indicators here. Of course there are hard figures such as the number of doctorates, the number of publications and the number of citations. These indicators are accepted quantitative measures for input and output.

But what is the definition of the nexus: is it the Humboldtian principle, is it research-led teaching, and is it the research?

Indicators are proposed that measure both quantity and quality of activating teaching methods, the amount of time of teaching about methodology in research and the size of the experiences of students to work within this field in smaller projects, and last but not least the degree of involvement of students in research activities of their own.

The third leaf is about the **students**. Students are at the centre of university policy-making and especially the primary process: how are students learning and what is necessary to optimise this process.

As indicators the university uses student evaluation of courses and modules and the evaluation of consistency between competencies, learning outcomes, the programme and the assessment methods.

The last leaf is dedicated to the **teachers**. Not a difficult choice this one. Capacity building is essential; the university likes to promote the good work of its staff and together build a community. However, despite these good intentions, the reality is somewhat disappointing. Teachers criticise both the instrument and the procedures. They feel that the indicators do not pay enough attention to the 'human capital'. They feel under pressure and controlled. They have to perform on the highest level for research, because of the competition for money but, at the same time, their teaching is evaluated in a way that blocks their creativity.

This is an important lesson. Indicators should be flexible and adaptable according to the wishes of the teachers who produce the indicators. The solution is communication. On the basis of communication new questions are studied together about the topics that are missing. So that capacity and a community feeling with mutual trust and respect can be built. As a consequence support for the plan will grow.

Conclusion

The four-leave clover model is a model with clear principles. It is hard to translate such a model into clear and accepted indicators. It is even harder to implement this model. But the process to do this is challenging. The most important lesson learned so far is that communication with faculty and students is the most important factor if one wishes to succeed in establishing a system of quality assurance.

Institutional Performance Indicators and New Funding Formulas: Problems and Opportunities

Rafael Zorilla *

Introduction

Madrid region, in the centre of Spain, has 5 million inhabitants, 6 public universities with over 180,000 students, and 7 private universities with nearly 40,000 students. The GDP of Madrid has been growing steadily since the last economic crisis (1992) and nowadays it compares with some of the more advanced regions in Europe.

Madrid public universities were financed through a 'lump sum' model in 2001-2005 which led to a lot of infighting between universities and the regional government for the allocation of funds. At the beginning of 2005, universities began to prepare a new allocation model to propose to the Regional government for the new funding period. The aim of the new model was to achieve the same public expenditure in relation to the Regional GDP as in other similar regions or countries in Europe and to bring transparency and equity in the allocation of funds. After nine months of negotiations, a new model was agreed upon between the six public universities and the regional government for 2006-2010.

The new model

The 'basic fund' established for 2006 of 890 million euros, will be increased by 2.5% in real terms year on, and this increase will be allocated to universities depending on their results.

In the new model, 85% of the funds are allocated through quantitative Performance Indicators (PI), 10% based on qualitative PI, and the last 5% will be allocated for specific projects in each university.

The 85% block is divided into two parts: 70% is related to the number of credits taught by each university while 30% depends on the results obtained in the research activity and this is perhaps the most significant change.

Funding research

Research activity will be measured depending on the results achieved by each teacher, through five PI.

- Recognised research activity (50%): Spanish university teachers are evaluated every six years for their research activity. If they pass the evaluation, they obtain the recognition for the research work of these six years. One of the results of this recognition is a permanent supplementary increase of their normal salary. If they fail, which is the case for some 20%, they do not get the recognition for that period but they maintain their former salary. These recognitions are used in the model to fix the value of the research activity of each teacher. It relates to the number of years of academic life, from thesis to the research recognised periods. This is an external peer evaluation and is widely recognised by the academic community.
- Research projects (25%): The number of research projects obtained in competitive tenders is evaluated. What is interesting here is that this is calculated by comparing the results of teachers in the same area but from the six different universities. This is an exercise that can not be done within a sole university, and it will give a better idea about the position of every group in its research area.

* Rafael Zorilla, Head of Administration, Universidad Carlos III de Madrid, Spain and Chair, HUMANE (Heads of University Management and Administrative Network in Europe) (2006).

- Thesis (5%): This measures the number of PHD theses in every period related to the number of teachers (doctors) working in each area.
- Fellowships (5%): This measures the number of fellowships obtained in public tenders related to the number of teachers (doctors) in the area.
- Private contracts (15%): This compares the income obtained through private contracts (applied research) with the total university income. The results are also obtained in this case by comparing similar areas of all six universities.
- In the future, scientific publications will also be added as a PI.

In this way, and for the first time in Spain, research activity will be financed in a competitive but stable way.

Qualitative PI

Qualitative PI have a weight of 10% in the model. They are divided into several sections, and try to measure, with 22 PI, the universities´ answers to the major problems in teaching and research. These cover such areas as teaching supply, teaching and learning improvement, employability, and the new technologies.

External consequences of the new model

- The new model requires an advanced Information System which will take a big effort to define clearly and obtain all the data needed for the model.
- Public information will make the Madrid Higher Education System more transparent and more understandable for university boards and society. But public universities must work hard together for the development of the new information system and, if necessary, hire people for its coordination.
- It will also enhance competition between research groups through the six universities.
- Universities will compete for students.

One problem with Madrid is the uneven study supply. Some universities offer the same type of studies to a limited student body. The question is whether the new financing model is setting the right incentives for a better supply in the region. Another is that student drop-out rates are very high in Madrid and this needs to be addressed. Some quality indicators have been identified to try and remedy this situation.

Internal consequences

As University Carlos III has shown in its experience, this model will press the universities governing bodies to apply the new allocation system also internally. That means that funds allocated for 'historical' reasons to centres and academic departments will be analysed and compared with the allocation through the new PI.

The development of the new information system calls for a big effort in each university. It is not a mere Information Technology job, but needs highly skilled people who understand the new PI and recognise the problems of the different databases which have been developed for different purposes (payroll, budget, students, …).

UNIVERSITY LOUIS PASTEUR, STRASBOURG, FRANCE

Self Evaluation and Management at University Louis Pasteur

*Annie Cheminat **

The evaluation culture has a long tradition at University Louis Pasteur. Recent events in higher education in France, such as the development of the European Higher Education Area, have confirmed the necessity for the French university to be engaged more and more deeply in internal evaluation procedures. The author makes the case for University Louis Pasteur's choice to collect, at the central level of the university, all the data useful for the elaboration and the management of performance indicators and discusses some of the issues involved, both positive and challenging. More information can be downloaded from the EUA website, under the Institutional Development section (Strasbourg workshop).

MASARYK UNIVERSITY, BRNO, CZECH REPUBLIC

Data Mining from the Information Systems: Performance Indicators at Masaryk University

*Mikuláš Bek **

The author gives an overview of how indicators are used by the national funding agencies to allocate funds. These are based on numbers of students, staff, graduates…He compares this with the system used within the university to distribute these funds. Data for the calculations are supplied by the university's information system which has been developed. This data, together with other factors such as performance ratings and student evaluations, serve as the base-line. More information can be downloaded from the EUA website, under the Institutional Development section (Strasbourg workshop).

* Annie Cheminat, Professor, Former Vice-President at University Louis Pasteur, Adviser to the National Evaluation Committee (2006).

* Mikuláš Bek, Vice Rector, Masaryk University (2006).

Managing People in Universities: Prerequisites for Successful Human Resources Management

Ada Pellert *

Introduction

In people-intensive organisations like universities, human resources management commands a key role in the context of overall institutional development. Even though people are the most valuable asset of educational institutions – also in financial terms – many universities have established procedures for the administration of personnel, however not for 'managing' their human resources. There are, of course, various root causes for that: on the one hand, educational institutions are very specific organisations in themselves, and on the other hand they are governed by a rigid regulatory framework. The past few years have seen a growing institutional autonomy and so educational institutions are given more and more responsibility for managing their own staff (which has also come to mean that they act as 'employers'). Given that better options for shaping and managing the human resources pool have come in the wake of this development, attention should now focus on devising suitable human resources management tools.

Prerequisites for successful Human Resources Management

Shared Understanding

In order for HR-management to make a lasting contribution toward quality improvement and institutional self-reflection of educational organisations, a shared understanding of all stakeholders that optimisation, through joint action, is possible and desirable, is necessary. This calls for an organisational culture which not only accepts responsibility for maintaining and improving the quality of work through putting in extra time, effort and personal commitment but which also provides the necessary institutional framework and mechanisms.

Strategic Goals

Educational reform in many European countries aims at the increasingly autonomous educational institutions to pay closer attention to their goals, tasks and specific institutional profiles. Overall, it will take many small steps to develop the ability to formulate collective targets and strategies. Strategising means to set targets, to control and monitor the development of one's own institution, to focus on pivotal points for achieving one's goals and to implement change.

Structures, Procedures and Attitudes

'Structures' (as e.g. the applicable public sector employment law and pertinent remuneration system or demographic changes) are a key leverage point of human resources management. Without structural changes, a transition from personnel administration to human resources management in the educational sector is hardly conceivable. Besides structures, 'procedures' are an area of concern in human resources management. In this context, procedures mean changes in interpersonal relations, decision making and management style - areas which require the build-up of new skills and competences. If change is to be initiated, it has to be determined in the first place how the existing organisational culture shapes its members. For change to actually happen, it is important that people's attitudes start to change, at least gradually. 'Attitudes' refers to what the members of a particular organisation think and feel in terms of their daily work. And so structures, procedures and attitudes are different, yet equally important areas of intervention.

* Ada Pellert, Vice-Rector Academic Affairs, Head of the Department of Continuing Education Research and Educational Management, Danube-University, Krems, Austria (2007).

The Functions of HR-Management

The term human resources management includes all administrative and coordinating tasks referring to the employees of an (educational) organisation. The most important dimensions of human resources management include:

- **Personnel Planning and Recruitment:** how to recruit the „best matches'? How to establish good practice in search and selection?
- **Performance Review:** what are the standards? Who sets the standards, who applies them? How are standards negotiated?
- **Retention:** how to maintain high levels of performance, motivation and job satisfaction? How to secure potential- and target orientated thinking and acting, at all levels of the organisation, and for the benefit of a shared identity/university profile?
- **Human Resources Development:** which specific (potential) development activities are to be deployed in the organisation?

Leverage Points of HR-Management at Universities

The fact that universities are, for the most part, not self-contained organisations acting as employers, is only one of the factors why human resources management is still poorly established. Another, structural reason lies in the highly individualised way performance is generated. Universities are described as fragmented, loosely coupled organisations, where individual performance is highly valued. Actually, there are only few places and occasions which enable the setting of shared institutional standards as in human resources development, the selection or promotion of staff.

Due to this highly individualised form of work, certain individuals have lots of elbow room in decision-making, even when it comes to the issue of who is going to be promoted and who is not – this type of autonomy produces highly individual results. In terms of individual career paths it is much less a particular organisation, or single university, that determines where someone is headed, but rather the so-called 'invisible college' of faculty peers acting across institutional borders. This look at organisational culture adequately explains the status quo of human resources management at universities. The neglect of staff-related issues is attributable also to the fact that the set of skills and competences every new member of the organisation brings along is considered as sufficient in itself. Individuals are held accountable for themselves; continuing education basically means acquiring new competences in one's own area of expertise. The paradigm of individual performance is one of the reasons why experts are used to acting autonomously. They usually invest plenty of time, money and energy in developing their expertise and are used to focussing on a particular field of knowledge, leaving other areas to other experts. Generally speaking, many educational organisations are characterised by a matrix organisation with a twofold 'logic': one being the logic of the organisation/institution, uniting different experts and disciplines under one roof, the other being the logic of the discipline, uniting experts of the same discipline across institutional borders. Professional identity, as such, is closely linked to the discipline while the discipline is anchored more strongly in the monitoring of academic achievements. Accordingly, some of the classical tasks of HR development in the academic realm are performed via socialisation in a particular discipline, as e.g. the convention of historians. In contrast, the idea of 'human resources development' is more orientated towards the 'organisation', to which there is little attachment. Likewise, the orientation, at universities, towards the international scientific community is characterised more strongly by attachment to a specific discipline beyond the confines of individual organisations. Stepping up the career ladder in one's own institution is considered less of a success than mobility across borders, both in geographical and organisational terms. If suitable concepts for human resources development at universities are to be deployed, the status of the university as an international organisation must not be overlooked. There are no common standards, as

yet, for such key procedures as staff selection and performance review, and so the quality of these procedures varies with the 'inborn talent' of those in charge. Most procedures are 'tailor-made' and performance reviews tend to follow the logic of the discipline (see Laske et al., p.38) while other aspects of being a university teacher, such as management, teaching and continuing education, tend to shift out of focus.

Current Challenges of HR-Management at Universities

Development of an HR-Strategy

It is increasingly being understood that in order for a particular profile to take shape it is essential that staff-related aspects are taken into account and that content-related strategies are actually endorsed and implemented by the members of an organisation. The development of an HR-strategy appears to be quite an 'unreasonable demand' for fragmented and specialised expert organisations with a traditionally decentralised staffing and resourcing policy orientated almost exclusively towards the discipline and its logic and not towards the organisation and its overall profile. The development of shared HR-standards thus is a decisive factor for an institution's capacity to act.

Adequate Career Path Models

In the European discussion, the American Tenure-Track-System is increasingly being regarded as exemplary. 'Tenure track' refers to a career path model for university teachers: typically, the incumbent starts as assistant professor and is later promoted to associate professor, and finally full professor without having to change positions; this model affords high job security, provided the incumbent maintains a continuously high level of performance. The tenure is initiated by a preliminary phase of scientific 'probation' in the doctoral and post-doctoral stages and is associated with substantial institutional mobility. The tenure track as such is usually characterised by a high level of professional stability; however, entry into a tenure track is determined by an utterly selective and competitive process. While on a tenure track, university teachers have to undergo a process of continuous evaluation and performance assessment.

Implementing Human Resources Development

In order for an HR-strategy to be deployed successfully, it is necessary to follow through with HR-development, which aims at promoting and strengthening certain competences on the part of the employees. Step by step, universities are discovering the vast potential this area holds. More and more universities are taking responsibility for the adequate preparation and on-boarding of young teachers by offering optional or mandatory qualification courses for junior teaching staff. In contrast, it is still a rare thing for more senior staff to be trained for (people) management functions.

Leadership Skills Development

It is gradually being recognised that the acquisition of management and leadership competences is pivotal for institutional autonomy and the shaping of an organisation. People management is a task which cannot be delegated. It requires leaders who are aware of the demands of their position and who are prepared to take charge. Currently, universities tend to give little recognition to successful managers and leaders. Therefore, it is also necessary to reconsider recognition and reward systems and the way reputation mechanisms work.

Professorial Appointment Procedures

Professorial appointments are centralised staffing decisions of a university. The staffing rationale, which follows almost exclusively the logic of discipline, and which is characterised by the closed-shop mentality of small commissions, the long duration of the appointment procedure, the seniority-by-age of those appointed and the semi-professionality of the selection mechanism (which focuses mainly on the length of publication lists) is increasingly under attack. Moreover, strategies aiming at the overall development of the university are hardly taken into account during this process.

Promoting Young Researchers

Promoting young researchers is a serious challenge ever since it was realised that, in order for the ambitious goal of a pan-European university and research space to actually materialise, it is necessary to have a sufficiently large pool of young researchers (which is currently not the case). The weaknesses of doctoral studies in German-speaking countries are becoming a focus of public debate. The increasingly international competition for the 'best brains and best concepts' and the ongoing 'war for talent' in a number of disciplines are adding momentum to human resources development as a key instrument for the promotion of young researchers and university development at large.

The Professionalisation of Administrative Functions

Administrative functions in educational organisations are currently experiencing the greatest pressure for change. A host of new responsibilities, new forms of management and the development of tools necessary to accomplish all this are causing a substantial increase in the workload of administrative staff. In addition, administrators are increasingly required to shift their focus away from a transactional perspective still common in many areas of the public sector toward problem-solving and management capabilities.

Closing remark

An organisation, long characterised by the fact that it was a subordinate entity with little or no authority to shape its own culture (and, whose members would – for the most part - rather lean back and concentrate on developing their disciplines) is now required to manage its human resources instead of simply administering staff. This is a culture shift not to be underestimated in its dimensions. Reaching from a new service orientation in the administration of personnel to building leadership skills at expert level it must, therefore, permeate the entire organisation. The future-bearing preoccupation with HR-issues can be a key element in the profiling of institutions.

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Leadership Development at Luleå University of Technology

Ingegerd Palmér *

Background

In 2000, the university board at Luleå University of Technology (LTU) decided on a new strategy, The Creative University, for the period 2001-2006. It was an innovative strategy in several ways. Its range was longer than normal, 6 years instead of 3 and focussed on developing multidisciplinary areas of education and research (that came to be named 'arenas') and on training the students in a much broader perspective than the regular subject learning. It would require many and new internal collaborations as well as many and new relations to external agents, firms as well as schools, hospitals, local and regional communities. The implementation of the strategy was in itself an innovative project: how was that to relate to the regular operating of the university with its decision lines and appointed decision makers?

One thing was clear; a strategy like this would require good, and brave, leaders. Particularly the deans and the heads of department, and of course the rector, would have to take a firm stand, support and encourage those persons and groups that were to create the new arenas and create new ways of arranging the student's education, and present and discuss the new strategy and its realisations with staff of various kinds, not all of them in favour of the new strategy. Not least, as it appeared, they needed to be able to handle various difficulties and conflicts both on resources and on ideas in the implementation process.

Thus it was decided on a large leadership development programme, the largest to this day at a Swedish university both in terms of numbers of people attending and in extent. It was an investment of 11 million SEK, (about 1.2 million Euros), or 0.9 % of the yearly budget for the university for the three years 2001-2003. Salaries of the participants were not included in the budget.

The extent, and thus the cost, of the programme required a formal procurement. The aim of the leadership development programme was formulated thus:

- identify, stimulate and develop the key staff that will help in implementing 'The creative university'.
- increase the feeling of belonging and participation among staff
- develop personal networks over organisational boundaries
- act as a motor and support for implementation and management of new initiatives

Three different consultant groups were selected to study this more deeply, and that in itself was an interesting, and very revealing, process. The three groups were asked to meet for two days with groups of 10-12 prospective participants in the leadership programme, and present their ideas of how to work. They were then evaluated by the participants, with a very clear result, although it meant selecting the most expensive alternative.

The programme format selected was a one-year programme with 22 active days and individual tasks to be performed between the meetings. 18 persons were to participate in each batch. Five batches were contracted. Participation was mandatory for the rector, the vice rector, the deans and the vice deans, the heads of department, most professors (those close to retirement were excluded), the registrar and the heads of units in the university administration for a total of about 70 persons. A number of persons with designated tasks in the strategy implementation processes were also included.

* Ingegerd Palmér, Former Vice Chancellor, University of Luleå, currently Vice Chancellor, University Malärdalen, Sweden (2007).

The programme content had two foci: individual leadership development and organisational development, both for the purpose of stimulating and leading change. The consultants used a Gestalt therapy-based methodology, making great use of actual experiences (mostly problems!) at work for the participants both as individuals and in the development tasks for their unit.

A steering group was appointed to follow and guide the programme. The dean of engineering was chair of the group which comprised the vice dean of social sciences and humanities, a professor of management and the chief HRM officer. The group reported regularly to the rector. Every meeting of a group was evaluated by the participants, as well as after completion of the programme for each group. All participants felt they had gained a lot and were grateful for this training. The qualities developed were: interest and responsibility for the future of the university, interest in leading and developing the university, oneself and other persons, flexible and open to change, mature with a good self-image, ability to take initiatives, ability to handle conflicts. However, it is clear that personal development as leaders was superior to the benefit to the organisation and the strategy project.

My personal reflections as a rector

Universities have a weak tradition of leadership. Leaders as rectors, deans, heads of department traditionally have operated in a primus inter pares-mood, professors 'taking turns' for a few years on this kind of tasks. In my view that is an impossible option for the universities today, at least in Sweden. Sweden had a university reform in 1993 which meant a great autonomy for the universities. We get block funding, we have a considerable freedom to give educational programmes and choose research profiles, we have to handle strong competition about students, academic staff, funding, and we must make strategic alliances with other universities as well as with communities and enterprises. In particular we will have to 'shut down' research areas and educational programmes with severe consequences for the staff. This requires leaders with a very good understanding of the university's position in various fields, with the capacity to see good solutions and possibilities, with the courage to implement necessary changes, and with the capability and interest to stimulate and give feedback on good staff performance as well as handle effectively those not performing optimally.

To be able to work with all this issues, good leadership qualities need to be developed. Most important of all, is the capacity to communicate effectively. This insight made it possible for me to set aside the quite considerable amount of money required and to see the programme carried through and take advantage of it in the strategy project as well as in other development projects.

I recognise the outcome for individuals of the programme mentioned above, both for myself and the persons I worked with regularly. I was in office for four years after the first group completed their programme, and I observed how management groups, and particularly the group of deans and the group of head of department grew much more engaged in, and took responsibility for, important issues of the university. The discussions of actual problems, the finding of solutions, the implementation of solutions, were all done in a very open and respectful climate, with serious and sometimes innovative ideas. The time from identification of a problem to an accepted solution is considerably shortened. A neat example of this is a serious problem of student recruitment in 2003 when the number of engineering applicants dropped by 35 % from the year before. Within three months a completely new organisation for student recruitment was formed, with a new market director recruited, all the departments and central units involved, all the money used for marketing and recruitment activities gathered and increased by 30%. By 2005, recruitment was well above the level of 2002. The organisation of the recruitment work and the dedication of all involved were crucial to this success.

A lesson learnt from those four years is that it is necessary to support the leadership qualities developed. At least once a year the groups I was responsible for spent a half-day or a day reflecting on our leadership both as groups and as individuals and training specific skills. In my personal meetings with individual deans and heads of department, the issue of the personal leadership was a regular issue. My leadership was also discussed; it was very valuable for me although I cannot judge the full openness in those discussions.

Some of the mini-networks that were created during the leadership programme still maintain regular contacts with the main purpose of developing their leadership skills.

Luleå University of Technology has continued with a substantial leadership development programme. Normally once a year a new group starts and goes through a year of training. To this day, some 180 persons have participated. A method for identifying and selecting leaders-to-be has been developed and those persons are included in the programme. An interesting outcome of this selection process is that more women are identified for leadership tasks.

The climate for working with change and development processes has improved. An administrative reform for the whole university has been carried out, with streamlining of the administration at department level and every function needed clarified and detailed. That process has led to a development programme for administrative leaders and a set of competence development courses for the administrators.

Some time later the internal management structure of the department was streamlined. The main purposes were twofold: to make the organisation more effective and to make the organisation and the responsible functions clear to people outside the department, and in particular make it clear to the students with whom they should bring up important issues.

A positive effect of these two reforms has been the creation of competence networks (for administrative directors, for study directors, for student counsellors, for economic administrators etc) across the university, which make excellent platforms for exchange of experiences and for competence development activities.

UNIVERSITY OF NOVI SAD, SERBIA

Developing People in Times of Radical Changes: Cases from Central and Southeastern Europe (2007)

*Fuada Stanković **

The University of Novi Sad (UNS) was established in 1960 and is the second largest university in Serbia After democratic changes in 2000. UNS was faced with the need to reform its programmes and university management radically. This coincided with the Bologna process. This case study descriibes how the university is coping with all these changes and concentrates on one of the key problems of the UNS (like other universities in the region): management at university level. More information can be downloaded from the EUA website, under the Institutional Development section (Milan workshop).

* Fuada Stanković, former Rector, University of Novi Sad, Serbia (2007).

Introducing a New Model of Faculty Recruitment, Development & Management at Bocconi

Lorenzo Peccati and Andrea Sironi *

Introduction

University professorship in Italy is a public administration career where not only an entry qualification is needed, but also a formal and official progression must be followed for prospective academics willing to work (teach, research, design programmes) in the Italian HE system. As a result, a professor is subject to the requirements of Italian law which establishes, through a formal examination, if the person is qualified for the post. This examination includes the verification of previous experience (titles, papers, books and other publications) and of the specific knowledge required for the professorship. Academic careers are based on three different positions: researcher, associate professor and full professor.

Each University is led by a Rector, who is the Chief Director and is supported by the 'Consiglio di Facoltà'. Each activity, both academic and administrative, carried out by the university, has to be approved by the 'Consiglio di Facoltà' and by the Rector.

In terms of the selection of a new professor, the Rector, on the basis of her/ his needs of tenure track professors, sets a formal procedure for a public tender in a specific disciplinary sector aimed at making the application and competition for a tenure-track academic post public and open to all potential candidates. The overall process must comply with a number of rules aimed at guaranteeing maximum transparency.

The process of selection and appointment of academics for the Italian HE system implies a pathway where both teaching and research productivity are evaluated. The same criteria apply, though sometimes not formally, when an international professor is selected or invited to teach and research in Italian institutions. The PhD title is therefore considered to be a research qualification, but also teaching activity and publishing can be considered in selecting and appointing foreign visiting professors.Since its institution, the doctoral degree has become a preferential title, rather than a compulsory one for the Italian academic career ladder. It is not a substitute for the evaluation process.

It is worth adding a further note on professors' appointments in Italian universities, concerning the wage policy of tenure-track professors, which is centrally and uniformly decided at the state level, with only slight discretional room for adjustment by the individual public university. For a private university though, more flexibility is allowed, based on its policy and strategy, status and prestige, budget and productivity. Private universities can, therefore, use salary as a lever, which gives them a further tool to attract the best professors, if they need to reinforce their faculty. In some universities a trend can be viewed in attracting young junior researchers holding a national or international PhD, especially if they want to increase their research capability or to become more international.

Bocconi has always been committed to increasing the number of juniors with a PhD degree in its faculty, as a solid basis for a sound methodological approach to research activity. It also gives high value to traditional academic credentials. Its selection process is particularly effective because of its private status and its prestige among economics and management universities.

* Lorenzo Peccati, Vice-Rector for Research, Human Resources Management and Evaluation, Andrea Sironi, Dean for International Affairs, Bocconi University, Milan, Italy (2007).

Bocconi

In this regulatory framework, Bocconi University has benefited from its autonomous position allowing it to customise the composition of its Faculty. So, in addition to the positions identified above and regulated by the Law, the Bocconi Faculty also includes Assistant Professors. This position is thought of as a private-law contract between the University and a professor; in fact, national rules state that 'a university may call contract teachers to cooperate with its teaching activities'. The Assistant Professors at Bocconi are young professors holding a national or international PhD and are recruited both from the national and international markets. This role is going to be the main point of entry to the Bocconi 'tenure track' (namely, Full and Associate Professors).

Governance and Faculty management within the new strategic plan

The ten-year Strategic Plan reaffirms concepts and criteria already present within the HR policies of the Universities. Additionally, it contains some new principles regarding the Bocconi Faculty, considered as one of the primary factors of development. The aim is to align the 'Bocconi system' with international best practice and, in particular, with the European criteria of faculty management. As far as faculty size and development are concerned, the main areas of intervention have been identified as recruitment criteria, with a specific focus on recruitment in the international job market, and career progress management using the new tools created for contract profiles as well as the development of an award system linked to the evaluation of the personal performance in teaching, research and institutional activities.

Main rules on the Faculty size and development

The Strategic Plan states that four guiding factors must be taken into consideration as regards the management of Faculty size/composition and career progress:

- the tenured positions must meet the teaching needs expressed by the Schools (Undergraduate School, Graduate School, Law School, PhD School and SDA Bocconi School of Management),
- a physiologic rate between 'tenured' and 'non-tenured' Faculty has to be respected,
- Bocconi's primary objective of development in 'areas of excellence', more significant on an international level,
- the need to stimulate high-quality teaching and research activities.

In accordance with these principles, each University Department is asked to define its 'teaching needs' in terms of number of teaching hours to be delivered within the training programmes of Bocconi. Subsequently, the Department identifies the necessary number of Faculty members for each position, considering the minimum number of teaching hours that each professor must deliver to comply with his/her contractual obligations In a mid-to-long term period, the primary goal is that every Department will cover 75% of its teaching needs through its regular faculty teaching capacity. The remaining 25% will be mostly provided by adjuncts, visiting professors and others. This percentage has been introduced taking into consideration various factors:

- budgetary policies (opportunity to ensure the maximum possible efficiency through employment at the maximum teaching capacity of the tenured faculty),
- flexibility (the possibility to adapt the faculty make-up with future scenarios and future needs on both the offer and the demand sides),
- opportunity to keep 'free slots' available for visiting professors from International Universities (internationalisation of the Faculty).

Recruitment and career progression

In order to increase further the quality of its Faculty and according to the standard requirements recognised internationally, Bocconi has reviewed the selection process of the faculty members, giving major importance to the performance of the applicant in terms of the scientific results and teaching/research evaluation.

For each position, in addition to the minimum requirements defined by the national Law, the recruitment process must also take into consideration the applicants' performance during a public seminar open to the tenured Faculty, their scientific activity, based on publications, their teaching activity, based on students' evaluations, and, finally, evaluations expressed by specific referees.

Additionally, a mid-term and a final evaluation are planned for the Assistant Professor in order that he/she may enter into the Bocconi tenure-track. The process is handled entirely by the 'Human Resources Committee', an academic body that was recently instituted for this very purpose. Finally, the strategic plan states that Bocconi PhD students are no longer allowed to apply for a position of Assistant Professor without having at least three years of relevant teaching/research activity at an international school. This principle aims at increasing the internationalisation process of the university, stimulating the recruitment on the international job market.

For the tenured positions, according to the national law the candidates must take part in the official selection tender; nevertheless, in case of foreign professors, Bocconi may autonomously recruit international candidates, as 'contract teachers'.

Contract 'customised' profiles

Within the standard contractual profiles, Bocconi tenure-track Faculty can opt for three different roles designed to make the contractual system more flexible and which allows staff an opportunity to focus on teaching, research or university management.

- 'Standard' Profile
  The professor is mainly involved in teaching: 120-140 teaching hours per academic year
- 'Research' Profile
  The professor is mainly involved in research: 70-90 teaching hours per academic year
- 'Management' Profile
  The professor is mainly committed to management/institutional positions such as School Dean or Department Director (customized reduction of the standard minimum teaching load).

Personal performance and award system

Within the general review of the Faculty management criteria, an award system – linked to the personal performance in the teaching / research / institutional activity – has been recently introduced.

The **'Excellence in Teaching Award'** aims to recognize innovative and outstanding performance in teaching. It is a financial incentive that may be awarded to faculty members who have a sustained record of high standard teaching based on evidence of continued outstanding contributions to the academic development of students or who develop innovative techniques to enhance students' learning, using a variety of tools including innovative teaching resources, virtual and real case-studies or any other teaching-support tools. The award is granted by an ad-hoc Committee, including the Deans of the Schools. The Committee decides on the basis of evidence, such as the evaluation of the teaching performance during the last three years resulting from the students' evaluations.

The purpose of the **'Excellence in Research Award'** is to encourage excellence in scholarly research. The evaluation criteria for the research activity are still to be defined, as well as the specific composition of the body in charge of granting this award.

Finally, faculty members currently committed to management/representation positions may apply for the **'Excellence in University Management Award'**. It is a sort of compensation for the correspondent reduction of a professor's basic wage in case of a decrease in his/her minimum teaching load, due to his/her institutional commitment.

The evaluation criteria of the university management activity are yet to be defined.

UNIVERSITY OF ŽILINA, SLOVAKIA

Perspectives on Human Resource Policies

*Marián Dzimko **

The University of Žilina is a modern university providing a full range of technological, economic, management, and a limited range of humanistic and natural science education at under-graduate, graduate and post-graduate levels. During its existence the University has become a reputable institution within the university educational system of Slovak Republic. It now aims to be significantly involved in the modern system of universities not only in the national but also in the international environment, above all, within the European educational area and European research area. Special attention is given to the better management and development of the members of the university community. The full case study can be downloaded from the EUA website, under the Institutional Development section (Milan workshop).

UNIVERSITY OF OLDENBURG, GERMANY

The Case of Oldenburg: A University on its Way to a Systematic Human Resources Development

*Carolin Schöbel-Peinemann **

This case study looks at how a high level staff position for human resources and organisational development was established in the University of Oldenburg in order to raise the visibility of this function and to establish a direct and systematic connection with the strategic goals of the university's Presidential Board. The author looks at the positive outcomes of the project and the challenges still ahead but concludes that, although it is still early days, the overall assessment of the implementation process has been successful. More information can be downloaded from the EUA website, under the Institutional Development section (Milan workshop).

* Marian Dzimko, Vice Rector, University of Žilina, Serbia (2007).

* Carolin Schöbel-Peinemann, Head of Human Resources, University of Oldenburg, Germany (2007).

Human Resource Development: A UK Perspective

Robin Middlehurst *

Introduction

It is often said in organisations that 'people are our most valuable resource' and in a knowledge-intensive business such as a university, it is clear that the staff represent a key intellectual asset. It is also the case that in most, if not all universities, staff costs represent the biggest element in university budgets (commonly 60-70%). These are good reasons for investing in human resource development (HRD), a term which encompasses a range of practices including induction, training and support as well as effective leadership, job design and performance management. Outside universities there is already a body of research that provides evidence of the positive relationship between investment in specific human resource practices and organisational performance (see Guest, 2005, for example). However, such investment is still relatively new in higher education.

At a policy level, two major reports alerted institutions, the funding agencies and the Government to a need to focus on improvements in human resource management (HRM) within institutions[6]. Since then, the UK has made a concerted effort to enhance its approach to HRM in higher education through a range of strategic initiatives as well as through the individual efforts of institutions. It is worth noting that these actions and investments took place against a backdrop of an explosive growth in student numbers in the 1990s (with expansion in the number of universities) in parallel with a 35% cut in the unit of public funding. This was also a time when student: staff ratios were growing rapidly and universities were increasingly competing for staff and students at home and abroad. This chapter provides some examples of the actions that have been taken over a 15-year period in the UK, often as part of a wider agenda of 'modernisation' and higher education reform.

Staff Development

In 1990, the universities in the UK collectively established a national Staff Development Unit with a remit to develop training and development materials and to provide advice and support to individual institutions in relation to a range of training needs. Over the 13 years of its existence, this Unit (later renamed the Higher Education Staff Development Agency, HESDA) extended its original remit significantly. It provided information and guidance on the training needs for all categories of staff including clerical and secretarial staff, technical staff, administrative staff and academic staff. It developed training needs' analyses and development materials for different groups including researchers and Heads of academic departments. HESDA also commissioned research projects and surveys to inform practice and national policy and mounted seminars and conferences to bring together knowledge and experience from across the sector. Regional networks of staff development officers also grew out of the national initiative and these spawned regional programmes for different groups of staff. The Agency was funded by subscriptions from institutions and through project-funding. In 2003, HESDA was subsumed in a new Leadership Foundation for Higher Education that extended the agency's work in a range of directions (see below).

Good Management Practice Fund

The UK funding councils have a clear interest in supporting and promoting effective management of the institutions that they fund through public funds. In 1999, the Higher Education Funding Council for England (HEFCE) made an explicit commitment to this goal by voting £10 million of special funding over a three-year period. The Fund's purpose was to accelerate the implementation of management improvements across the sector through identifying good practice, providing recognition for good practice, encouraging

* Robin Middlehurst, Professor at the University of Surrey and Director, Strategy, Research and International, Leadership Foundation for Higher Education, UK (2007).

[6] National Committee of Inquiry into Higher Education chaired by Sir Ron Dearing (1997) and Independent Review of Higher Education Pay and Conditions chaired by Sir Michael Bett (1999).

work on the implementation of recognised good practice, particularly involving collaboration, and enabling new developments designed to enhance effective management and governance. Institutions bid for the funds (156 applications were made in the first year and 80 in the second) and a diverse range of projects were supported. One project had important – if unforeseen - consequences for future developments. In this case, HESDA and the University of Surrey bid for a project on 'Developing Senior Managers in Higher Education', proposing to undertake a comprehensive survey of development opportunities and practices across the sector, benchmarked against other public sectors and international practice. The findings of this project once again led the universities and colleges collectively to propose action to increase the national focus and investment in human resource development, specifically now at senior levels. Following consultation, the proposals from the sector led to the establishment of the Leadership Foundation in 2003 (see below).

Rewarding and Developing Staff

In 2000, the English Funding Council extended its commitment to human resource management and development (following the popularity of the Good Management Practice Fund) through a larger and more extensive programme. The new initiative was developed on receipt of the Secretary of State for Education's grant letter outlining key priorities in relation to the recruitment and retention of high quality staff to ensure the continuing world class reputation of UK higher education. The release of £330 million of funding for the period 2001-02 and 2003-04 was intended to produce improvements in human resource development and staff management, and in equal opportunities for HE staff. From a legislative perspective, institutions were also required to ensure compliance with significant changes in employment legislation. As the first-stage evaluation of the Initiative reported, this policy and legislative context, 'presented an opportunity to modernise HRM in the higher education sector, and in so doing to recognise the importance of good HRM in preparing for and assisting all institutions in dealing with change' (KPMG Report, 2005, p. 3).

The targeted funding helped to build HRM in universities and colleges by asking institutions to develop and submit HR strategies. For funding to be released, these strategies had to address recruitment and retention, staff development and training, equal opportunities, reviews of staffing needs, annual performance reviews and action to tackle poor performance. The structure of the fund recognised that institutions were at different stages of development in relation to HRM (and HRD), but in focusing on the six areas, the intention was to reduce gross disparities across the sector. Many institutions used the funding to build up their HRM infrastructure in order to underpin activities within the six priority areas, especially initiatives such as job evaluation (which subsequently formed part of a new national pay framework now being implemented in the UK).

Leadership, Governance and Management and The Leadership Foundation

The initiatives and associated funding made possible significant changes and advances in HRM in universities in England. While the policy drivers were similar in other parts of the UK, special funding was not made available so that developments have been slower and more arduous. However, within the theme of HRD, these funding disparities across the UK have been overcome by joint funding from the funding bodies to establish a new Leadership Foundation for Higher Education (LFHE) from 2003. This new body incorporated much of the remit of the earlier Staff Development Agency, HESDA, but focused more strongly on engaging with senior leaders and managers in institutions to provide programmes, projects, funding and support to assist them in meeting the strategic challenges facing the higher education sector. The LFHE provides a dedicated service of support and advice on leadership, management and governance to all higher education institutions in the UK. Beyond the funding provided by the funding bodies, it is supported by membership subscriptions from institutions and fees for programmes.

The Leadership Foundation offers a range of development programmes for senior leaders including programmes for Heads of Department, Deans, Governors and the flagship Top Management Programme. This programme was inherited from HESDA (who sponsored its early development from 1999) and it has been successfully running since then with cohorts of up to 20 senior academic and professional managers three times per year (TMP12 begins in January 2007). More than 250 senior managers have joined the 6-month programme of leadership development following nomination and financial support from the head of their institution. The programme covers topics such as strategy, governance, leadership, change management, human resource management, financial management, European, national and wider international policy developments. The programme is making a significant contribution to the development of institutional leaders in higher education.

In addition to running development programmes for individuals, the Leadership Foundation supports team development, running an annual week-long Change Academy to support and assist teams from institutions working on change projects. The LFHE also offers leadership development in partnership with professional networks (such as Human Resources and Finance Directors and Deans of Medical Schools). The Foundation's international strategy promotes twinning projects with a focus on leadership development between countries including China and the US as well as study visits on key strategic issues such as fund-raising. The Foundation also invests in the sector through development funding for change management projects in institutions and through a major programme of research on leadership, management and governance. The outcomes from this research – and the change projects (called Leadership Foundation Fellowships) are in the process of being published and are being made available on the Foundation's website (www.lfhe.ac.uk). The LFHE's work is underpinned by three cross-cutting themes: promoting diversity in the sector, encouraging international engagement and learning from cross-sector practice. Following a successful evaluation after its first three years of operation, the Foundation looks forward to developing its next five-year strategic plan.

Conclusion

The higher education sector in the UK is of central importance to society and the economy, not least because universities are often the major and sometimes dominant employer in a locality. At the heart of institutional success lies a diverse range of people, serving a highly diverse body of stakeholders and delivering a highly complex and disparate range of services (Archer, 2005). The professional function that supports the institution's strategic objectives through its staff is the human resources function. In a recent survey of Heads of institutions and Heads of Human Resources in 44 UK universities, there was recognition of the contribution of HRM and HRD to the 'modernisation agenda' (Archer, op cit). The investments and initiatives described above have certainly raised the profile and level of human resource management and development in higher education institutions, perhaps to the point where the majority, if not all UK institutions now recognise these activities as 'mission critical'.

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3. FUNDRAISING FOR EUROPEAN UNIVERSITIES

Achieving Success in a Fundraising Programme

Lilya Wagner *

Fundraising has deep roots and a long history. While philanthropic traditions vary from nation to nation, results of generosity have been exceptional in many parts of the world. Unfortunately, fundraising sometimes has a tarnished reputation. Unethical and unprincipled practice has given it an aura of shame. Just as bad are some conventional attitudes about resource development it is begging, it is holding out the tin cup, it is demeaning. Many of these attitudes, however, are based on lack of knowledge and misunderstanding of the fundraising process. Fortunately, if sound fundraising principles are followed and practice is based on successful experience, much can be accomplished for non-profit organisations.

Possibly the prevalent reason why fundraising is not something that everyone yearns to do is because most people do not realise that it is a discipline, an organised practice, and a logical process. Successful fundraising is based on years of accumulated experience by seasoned professionals. While it is not necessarily an easy endeavour, it is a worthwhile practice because of the valuable results for non-profit organisations and the publics they serve.

Well meaning individuals perceive a need and immediately seek to remedy it by appealing for funds. This kind of practice frequently results in failure or a disagreeable experience. Those who engage in social activism forget or do not realise that certain steps must be taken in order for resource development to be effective and productive. Following is a brief description of steps involved in a successful fundraising programme.

- Know basic marketing principles. A professional begins the fundraising process by realising that it is a reciprocal relationship. Fees and other income rarely meet the budgetary demands of non-profit services. Consequently a non-profit organisation (NPO) cultivates and solicits its clients and friends, many of whom become donors. An NPO must remember that a donor has a right to expect something in return for a gift. As donors provide funds for programmes and operating needs, they expect gratitude and recognition, as well as some intangible rewards such as a sense of belonging and making a difference. If the exchange relationship is incomplete, there is the possibility that the organisation will vanish along with its donors and prospects.
- Consider the environment and climate for fundraising. An organisation's environment has an impact on the feasibility of fundraising. If government regulations, current economic factors, changing demographics and other factors aren't considered, an NPO may find it difficult to meet its fundraising goals. The effects of environmental circumstances and what bearing they have on an NPO are vital to appraise when planning for a fundraising campaign. Internal circumstances also dictate success or failure, such as an organisation's readiness to raise funds. Are appropriate personnel in place? Is there an accounting and recording system? Has strategic planning been done? These and other questions must be answered before donors are approached.
- Create and examine case. A case includes the reasons someone should give money to an organisation. Making a case means sharing the mission, goals and objectives and programmes. It includes describing programmes and evaluation procedures, and providing financial reports. It means there is an effective governing body committed to the mission of the organisation to whom the organisation is accountable. It means staff are credible and competent. A case should be created and then re examined regularly to ensure that it still presents the organisation to its constituent groups in the best way possible. Case expressions must be appropriate for the markets with which the NPO seeks a relationship. A case includes a statement of needs. Have needs been tested to make sure there is congruency between providers' perceptions of what must be accomplished and recipients' actual needs? What kind of financial support is required to carry out the programmes and plans of an NPO?

* Lilya Wagner, Vice President Philanthropy, Counterpart International, USA (2006).

- Involve board and other volunteers. Board members are legally responsible for an NPO, and charged with securing and managing financial support. Therefore boards of NPOs should be involved from the inception of planning for programmes and fundraising. Board members, as well as other volunteers, are the most effective persons to ask for funds because they represent selfless commitment to a cause. The board should validate the needs and case before any further planning or activity takes place. Is the case representative of the NPO? Are the needs genuine? Is there an appropriate match between what the organisation can do and what potential clients must have?
- Determine markets. Potential funders include foundations, corporations, associations, government, churches and, most importantly, individuals. What are the possibilities for acquiring funds from each market? Which are the best ones for the organisation to develop? Have all feasible funding sources been considered?
- Select programmes and strategies. How will the prospects be solicited, and for what programmes? Programmes for resource development include capital, annual fund, special projects, endowment campaigns, and major gifts. Each of these should be evaluated as to its purpose, and the appropriate one(s) selected. Strategies for approaching donors include mail, telephone, special events, and face to face solicitation: the more personal the approach, the more effective the solicitation.
- Research prospects. An NPO's constituent groups should be determined, as well as their interest and proximity to the organisation. From these groups prospects are then selected. Minimal research is required for those prospects who will make up the donor base; these include first time givers and repeat donors whose gifts are small. Individuals who will be asked for larger gifts will be more fully researched in order that they might be cultivated and solicited appropriately. Prospects' giving ability should be taken into consideration when setting goals for each fundraising vehicle selected by the NPO.
- Create, use and communicate a plan. Planning is a means to determine what must be done, how it will be accomplished, and who will do it. By now, prospects and donors have been selected and matched with strategies for solicitation. The fundraising vehicle has been chosen, the case has been prepared (along with materials that will express the case), board members and other volunteers have been involved in all steps, and the organisation's readiness to raise funds has been determined. Now it is time to create a plan that includes details on all fundraising programme elements, and one that provides evidence of good stewardship on the part of the NPO. A plan should be a workable and dynamic part of a fundraising programme. Monetary goals that have been determined to be feasible, based on factors listed above, should be included in the plan, as well as appreciation and recognition strategies. Constituent groups, which include prospects and donors, must be told about the organisation and its needs as well as achievements and opportunities. Communication lays the groundwork for successful solicitation, and can take many forms. Communication also includes feedback from constituents, which provides a basis for wise decision making.
- Solicit the gift. After all this preparation, the time has finally come to ask for the donation. Thorough preparation, which may vary in intensity, time and detail, ensures the likelihood of success. It also increases the pleasurable aspects of fundraising which, while not easy, yields great satisfaction. Appropriate and timely recognition paves the way for the next step.
- Renew the gift. The best prospect for a charitable gift is the person who has already given. The opportunity to give and give again should be provided to all who are prospects and can be attracted to support an organisation's cause.

As can be seen, fundraising is a highly integrated management process. Each step in a successful fundraising programme may not require the same emphasis for each organisation, but no steps can be missed without diminishing the likelihood of favourable results.

It is a privilege to raise funds for worthy causes. Those who are willing to be engaged in such activity and do it with some level of success deserve a special honour because they have helped bring about needed and valuable results.

Fundraising: Activating the Stakeholders

Gülsün Saglamer *

Introduction

Defining the role of higher education in the society and devising strategies for implementing that role is a never-ending quest as society itself is in continuous change. Individual institutions of higher education can choose to be active players in the worldwide efforts to reformulate the functions and strategies of higher education or can be content with implementing received wisdom from best practices around the world or can even choose to resist change by preserving their existing modes of operation.

Istanbul Technical University (ITU) has chosen to follow the first of these. It is striving to be a focal point of pioneering studies in research, technology, social sciences and arts at national and international level and, as a higher education and research institution dedicated to the advancement of basic and applied sciences, its mission is to educate the technological leaders and entrepreneurs of the future in a rich intellectual environment sensitive to both local and global issues.

Background

At present the major funding agency of ITU is the state. The funding sources other than the state and state controlled resources are the ITU Development Foundation, ITU Foundation, and individual donations. The income raised by the two foundations are generally in return for the services provided to third parties in the form of training, research, projects, and consultancy. The ITU Development Foundation was established in 1994. Since 1996, the Foundation has been instrumental in the change management and restructuring of ITU, a versatile institution with respect to both funding opportunities and the services range. The Foundation has served the university well in increasing its income and to speed up transactions with the customers. This Foundation has been the platform and apparatus for managing the large financial flows raised as a result of the fund raising campaign as well as the project-driven financing flows. The Foundation-linked fundraising efforts resulted in approximately 80 million USD , which was and still is the only one of its kind in Turkey in terms of its reach, its volume, its project completion record, its management performance and its contributor involvement.

Pursuing an Ambitious Mission: Key Assets for Success

Although ITU's successful journey can be linked to a variety of qualities, three assets stand out as being pivotal in underpinning its success:

- Institutional affinity for change: ITU has the experience of having undergone transformations many times in its long history and this lays a strong foundation of institutional confidence.
- Ability to reshape external constraints: Due to its history, its historical impact on the society and its vast and influential alumni network, ITU has the capacity to soften most of the financial and regulatory restrictions that may impede its path to change.
- Access to high calibre human resources: ITU selects most of its students from the top 1% of the one and a half million applicants taking the national entrance exam every year. The graduate students and the faculty are the result of an even more selective process.

* Gülsün Saglamer, member of the EUA Board and former Rector, Istanbul Technical University, Turkey (2006).

Problem addressed

After the 1960's ITU was no longer the only Technical University in the area and started to lose its attractiveness. The students started to put pressure on the university administration for change. Internationalisation and quality issues were the main requirements and creating capacity for change was a 'must' for them.

At the same time, the younger generation of academics was not happy with the existing traditional structure which dismissed any new idea or project as legally or financially unviable. The atmosphere was not conducive to imagination or initiative-taking but they learnt to function within these limitations. When the leadership changed and projects began being accepted, resources then became the problem. Fundraising became a vital component of the university's activities.

Approach taken

The ITU fund raising project went through three phases. In the first phase, the focus was the student facilities, teaching environment, and academic support facilities. In the second phase, the focus shifted to research infrastructure and research activities. In the final phase, the priority was the creation of an endowment to ensure sustainability of the mechanisms created in the first two phases.

During these phases ITU DF and ITU have managed to use diversified funding in the same projects under the management of 'Project Management Centre' (PMC). This has been one of the most interesting applications in the state funded university system. The new system was organized in a very flexible way to use different resources which were governed under different regulations. Combining different regulations and integrating them in the same project to achieve the goal was not an easy task and PMC managed to integrate these systems without losing control of the processes.

Why it worked

The ITU Fund Raising project has been one of the most successful examples in its domain. Integration of the reforms and the fund raising project created extensive impact not only in the university and ITU Community but further afield and this is attributable to the following:

- A fund raising culture and incentives
- The support of high level people
- A well-defined vision and mission
- A clear strategic plan for the investment of the raised funds into the major on-going reforms
- Strong, committed alumni who pushed for reforms
- Academic staff demanding and supporting the change process
- An appropriate administrative structure (transparency-responsiveness)
- Mutual understanding, respect and shared values among constituencies
- The establishment of a sustainable structure.

Introducing a Fund-raising Culture: a Demanding and On-going Process

Winnie Abraham *

Intoduction

The case of Bremen illustrates the importance of having a clear understanding from the outset of the consequences of introducing fundraising activities on behalf of a public university. It demonstrates the challenges, pitfalls and successes experienced while developing a fundraising concept and implementing it, starting with a change of mindset, from the people involved: Philanthropy is a philosophical attitude towards the world and not just another way of acquiring funds.

While taking good advice from a US partner, Indiana University, the University of Bremen adapted this to its specific needs, objectives and culture. The case study pays particular attention to the issues related to anchoring the fundraising approach in the institutional culture and to the issues of organizing it effectively.

Background

There is no fundraising culture in Germany, above all no significant commitment to make donations to higher education. With high taxes the state is expected to take care of the needs of the population. Thus, in Germany the professionalisation of university fundraising is in its infancy. Professional fundraising requires specialist knowledge, money and passion. With only a few exceptions, German universities lack all three.

A number of circumstances also stand in the way of the development of successful fundraising activities: a lack of fundraising management (since most universities do not have a marketing department); a lack of clear fundraising structures; graduates do not identify with their university.

Approach used by the University of Bremen and lessons learned

The state plays the lead role in the financing of higher education in Germany. German universities are significantly under funded in comparison to the top universities in the USA, in Canada and Great Britain.

In fundraising the University of Bremen sees an opportunity to acquire a secure source of income in the medium- and long-term, which opens up room for manoeuvre and at the same time drives the development of the institution's profile and improves the quality of communication within the institution.

The aim of the University of Bremen is to rank in the 'Top Fifteen' of German universities by developing the intended profile in research, teaching and administration, and adapting the research and study facilities accordingly and to support young researchers. This process can no longer be covered by the decreasing state funds from the State of Bremen's budget. New sources of income have to be generated. A persuasive strategy is needed, in order to interest donors in the sciences and this strategy must fit the institution.

In developing a 'reasonable' and thus professional fundraising strategy, the University of Bremen discovered that the university management needs to acquire its own impressions of professional fundraising work, in order to be able to evaluate the necessary preconditions and level of investment. It needs to say a loud 'yes' to professional fundraising by making the appropriate structural, staff and financial investment and decide

* Winnie Abraham, Spokesperson for the President, Head of Fundraising, University of Bremen, Germany (2006).

whether the university fulfils the criteria to be able to take in donations for its own capital stock, for individual projects or also for a larger campaign.

The institution also needs to draft a mission statement in order to clarify social tasks and goals when communicating with a lay public.

Fundraising is a team effort which involves networking the members of the university, who are open to, and positive about, fundraising. There needs to be reinforcement of, and support for, the core groups responsible for introducing fundraising. Advisory groups to tackle a variety of issues related to fund-raising, such as the political aspects or the development of private sources, should be set up.

In the case of Bremen, fund raising has been established as a centralized task and there has been a systematic acquisition of non-self-interested donors. Graduates are the main target group. The members of the 'Society of Friends of the University' dedicate themselves to recruiting private citizens and companies in the region.

The fundraising projects chosen are of general significance and in the interests of the entire university. They are interdisciplinary projects for teaching and research, in particular support for new talent and projects, which lead to improvements in student conditions for as many students as possible.

One measure of success of Bremen's fundraising is the interest and funds raised over the years: in the past 2 years 4 new scholarship programmes with 15 doctoral grants have been instituted with help from one company and 3 private citizens.

Conclusion

To reach the stage of being a successful fundraising university, it is essential that, over time, all members of the university learn and live the relevant culture of communication, sceptics included. In the case of Bremen, the Rector started mentioning in all speeches given inside and outside the university that they wanted to open up a new source of income by fundraising, and thus it is being developed as a centralized and long-term mission at the university. A communications strategy for future and existing donors was developed which involved talking and writing about the fund-raising concept at every conceivable opportunity. As a result, 10 University of Bremen alumni, who have enjoyed successful careers and worked in the relevant social fields, were recruited to the Rector's Advisory Circle. They now donate a minimum 4-figure sum to the university every year and see themselves as active supporters who open doors and make their professional and social networks available to the university for fundraising purposes.

To instil a fundraising culture in the university requires equal amounts of patience, tenacity, capacity for frustration and powers of persuasion. By giving honours and awards to supporters and donors, the University of Bremen wants to demonstrate clearly both within the university and to the outside world that it has important advocates, donors and supporters.

To maintain momentum, it will be necessary to keep on activating the change of mindset which is needed from the people involved; to get all those involved to work in accordance with the agreed integrated communications concept; to keep calling upon the deans/administration managers to introduce and further develop the fundraising orientation; to convince unbelieving scientists and, finally, to emphasise the importance of the social relevance of scientific work, in order to persuade as many people as possible of the necessity of an independent scientific community.

Friend-raising before Fund-raising: Involving Alumni and Friends in the Fund-raising Strategy

Wim Koning *

Introduction

In 2001, the University of Amsterdam launched an ambitious alumni and fund-raising programme. Initial experiences with, and results of, the programme suggest that it is pointless for European public universities to imitate the current fund-raising practices of successful American and English universities. The starting point for these European universities is completely different from that of their Anglo-Saxon counterparts, owing to (a) their different traditions and histories of development in the twentieth century, (b) the consequences of their position as (almost) fully government-funded institutions and (c) differences in the relationship between students and their alma mater. Even more than for overseas universities, it is imperative that European public universities strictly adhere to the 'first friend-raising, then fund-raising' maxim. In addition, they must meet a number of important organisational and substantive conditions in order to increase the chance that they will be able to carry out stable, successful fund-raising programmes in the future. The author presents some golden rules with which European public universities should comply before entering the academic fund-raising market.

Problem addressed

Fund-raising at a traditional public European university is not a question of TECHNIQUE. For the moment, it is purely a matter of what the author of the case-study calls 'FRIEND-RAISING'. At present, unfortunately, there is hardly any solid, enduring basis for fund-raising among alumni. Due to a number of social factors alumni in these universities, unfortunately, feel few ties to their university:

- Enormous increases in scale brought about by the post-war baby boom and mounting prosperity have caused university education to become anonymous and led students and lecturers to think in terms of disciplinary boxes. Few students have got to know students on other programmes, let alone the university institution as a whole.
- The politicisation of the university in the sixties and seventies brought students, lecturers and university boards into conflict with each other. The old idea that together people form an academic community, or even intellectual elite, has largely been lost.
- This diminished solidarity between academics and the university has been further exacerbated by the introduction of economic constraints and the bureaucratisation of the university business in the following decades. Universities seen as businesses are in direct contrast to the notion that they are part of a wide academic community that is first and foremost jointly responsible for the continuity of the university.

Approach taken and lessons learned

The first and probably most important step in alumni friend-raising is to invest considerable money and energy in building up an excellent database of your alumni and friends. This is the basic information needed to identify exactly who the graduates are, in terms of studies, contact details, professions and interests.

Do not forget old friends. When there is no tradition of a university-wide alumni policy, it is often forgotten that graduates may not maintain close ties with the university as an institution, but there are often numerous well-cultivated networks between small groups of graduates So: pinpoint existing networks, interest the key figures in participating in your policy and generously facilitate their activities.

Don't treat your alumni as a new market segment or new target group of your PR policy. Alumni policy has to be a two-way street. The academic community as a whole is the owner of the university, and for the continuity

* Wim Koning, Vice President Alumni Relations & University Development, University of Amsterdam, Netherlands (2006).

of the university, it is essential that graduates, too, feel part of that academic community and a sense of co-ownership which may, in time, lead to investment.

Cultivating alumni relations takes time. It takes a generation to create the kind of tie that should lead to a financial return on the investment. Pursuing an alumni policy is only productive if there's a reasonable guarantee of sustainability. Without the prospect of a long and consistently maintained policy, there's no point starting. The alumni system should be organised in an autonomous foundation with an independent board that appoints its own successors. This will avoid the danger of it falling foul of cut-backs or arbitrary administration. It will be in the university's own interests to support such a foundation with money and facilities.

Finally, many universities in Europe are inexperienced in the field of alumni policy and take their first steps with caution and some reluctance. This often means that the alumni office is organised within an existing service where incumbent staff is often asked to work on the alumni policy in addition to other tasks. Such an approach is doomed to fail. Pursuing a sound alumni policy is complex and demands considerable administrative refinement, persistence and specific skills. It is a profession that can be learned if the potential and motivation is present. It is advisable to set up an alumni office only if you are prepared to free up high potentials for it and give them a chance to master the profession.

It is important that specific experiences are taken seriously. A professional approach is a question of technique.

- Small donors can become major donors. It is impossible to tell beforehand which of the small donors will become big donors. So there's no alternative but to start fund-raising activities modestly and, after a phase of friend-raising, concentrate on nurturing a pool of donors before starting on the serious work. Launching an Annual Fund for alumni is a tried and tested method for developing a culture of donating.
- Fundraisers don't raise funds. Successful fund-raising requires the effort of many people. Simply appointing experienced fundraisers leaving them to get on with the job won't work. Donors, particularly large donors, offer their resources because they have a specific interest in a certain topic or discipline. With their donations, donors are placing trust in the university, not in the fundraiser who skilfully managed the process.

Select donor goals that appeal to potential donors. Campaigns and donor targets based on the university's current needs may not coincide with the desires of donors. So, to avoid disappointment on both sides thoroughly investigate beforehand which donor targets you will pursue when starting out on the fund-raising market.

The UK Task Force on University Fundraising:
Lessons learned and the University of Bristol approach

Eric Thomas *

This case describes the work of the UK Task Force on university fundraising which was given, in 2005, the task of studying how to promote increased giving to higher education in the short term and build up university endowments in the long term, especially from alumni and through regular giving. A particular focus is on how to increase and sustain giving to higher education through changing the culture within institutions and amongst the wider public, including potential changes to the tax system and related measures to support increased giving. The author then gives the example of how the University of Bristol approached the subject. More information can be downloaded from the EUA website, under the Institutional Development section (Istanbul workshop).

The UK Task Force Report can be downloaded from http://www.dfes.gov.uk/hegateway/

* Eric Thomas, Vice-Chancellor, University of Bristol, UK (2006).

The European University Association (EUA) is the representative organisation of universities and national rectors' conferences in 46 European countries. EUA plays a crucial role in the Bologna process and in influencing EU policies on higher education, research and innovation. Thanks to its interaction with a range of other European and international organisations EUA ensures that the independent voice of European universities is heard wherever decisions are being taken that will impact on their activities.

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