

CHEMP Annual Report 2002

**Centre for Higher Education Management and Policy
University of New England**

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Foreword

This is the fourth Bi-Annual/Annual Report of the Centre for Higher Education Management and Policy (CHEMP). This report reviews CHEMP's 2002 achievements in light of its five-year research plan. The report is a summary of achievements and activities rather than a review of long-term objectives and goals per se.

A handwritten signature in black ink, appearing to read 'V. Lynn Meek', written in a cursive style.

V. Lynn Meek
Professor and Director

July 2003

1. Introduction

1.1 Mission

The Centre for Higher Education Management and Policy (CHEMP) pursues through a multi-disciplinary approach studies of national and international significance pertinent to higher education (and further education). The work of the Centre concentrates on analysis of the objectives and detailed specification of particular government and institutional policies; consideration of alternative policy options and their social and economic costs; evaluation of the effects, impact and consequences of the application of particular policies; assessment of the way that policies are developed, specified, authorised, implemented and evaluated; and explores appropriate management structures and practices to support higher education objectives. The Centre includes the study of aspects of skills formation and training; links between higher education and schools, and vocational education and training and industry; and aspects of science policy relevant to higher education.

CHEMP is at the forefront of theoretical and empirical studies of higher education and research policy and aims to advance the application of social, economic and political theory to higher education institutions and systems. The Centre generates leading-edge research on higher education and research policy through an extensive program of projects and publications, and pursues research and research training on aspects of higher education and research policy at local institutional, national and international levels. Research and research training is organised around six main themes/focus areas:

- program evaluation and policy analysis
- impact of national research policy on research in higher education
- impact of market and non-market forces on higher education
- management structures and management performance
- comparative experiences in higher education systems
- client groups, client service and sector relationships

The Centre produces impartial and authoritative analysis and information (both through independent research and research training of research masters and PhD students) that provide government policy makers, institutional and system management, and researchers with improved understandings of major policy problems and policy issues; the effectiveness of organisational arrangements and management structures; alternative policy options and their social and economic costs; and comparative international perspectives on policy problems and responses.

The Centre serves as a major focus for higher education and research policy analysis nationally. National linkages are maintained through such means as *The Australian Network for Higher Education Policy Research* based at CHEMP. Linkages with international centres and programs, such as the *Centre for Higher Education Policy Studies* in the Netherlands and the *OECD Institute of Management in Higher Education*

in Paris, are also well established. The Centre attracts a number of international visiting fellows and conducts comparative research projects as well as overseas study tours for higher education managers. Coordinating national and international workshops, seminars and symposia on various issues concerning higher education management and policy is another key activity.

1.2 Management Structure and Organisation

CHEMP is a Category A Centre as defined by UNE's *Rules for the Establishment and Management of Research Centres and Institutes*. This means that for administrative purposes the Centre is attached to the School of Professional Development and Leadership within the Faculty of Education, Health and Professional Studies.

The Centre has established an Advisory Board and International Reference Group. The membership of both groups is listed at the beginning of this document. Membership of the Advisory Board is presently under review due to career change and relocation of some members.

The Advisory Board will maintain substantial representation from the University as well as external involvement from higher education experts and senior officers within peak government bodies. The role of the Advisory Board is to provide advice on forward plans and proposed activities of the Centre, and comment on performance in the light of specified objectives and performance indicators, particularly those which relate to the Centre's research agenda.

The International Reference Group consists of leading scholars in the field of higher education policy studies from around the world. The purpose of this group is to assist the Centre in the international dissemination of its research outcomes, the identification of international collaborative projects and funding opportunities, and the facilitation of international visitors to the Centre.

1.3 Centre Members

Centre membership is divided into three categories: core staff, associate staff and research assistants. Core staff are Centre members who are also located in the School of Professional Development and Leadership. Associate members include staff located elsewhere in the Faculty and University who have maintained a significant and sustained involvement in Centre research projects. In this respect, CHEMP has formed strong bonds with the Centre for Efficiency and Productivity Analysis (CEPA), and is also a member of the cross-faculty interdisciplinary consortium for 'Benchmarking and Measurement of Efficiency and Productivity in Industry and Government - Issues, Methods and Applications'. Research Assistants are those staff employed with respect to the various projects coordinated by core staff. Members are listed below.

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2. Goals and Achievements of the Centre

2.1 Goals and Achievements - an Overview

The CHEMP 1997-1998 Annual Report discusses in detail the goals of the Centre and its Five Year Research Plan. That report indicates that CHEMP's research activities are organised into six thematic areas. These themes not only provide a structure for current research effort, but also identify areas in which the Centre intends to concentrate effort over a set period of time. It is the intention that the entire research program and priorities will be reviewed every five years, while achievements within each thematic area are assessed annually. In that the Centre only came into being at the end of 1996 and has devoted a good deal of time to establishment issues, it is envisaged that the first cycle of research themes will run for more than five years.

CHEMP has been invited to join a consortium to establish a national Centre for Higher Education Innovation and Policy (CHEIP). CHEIP will have its base at the Australian National University and in addition to CHEMP, involve higher education policy researchers at the University of Melbourne and Monash University. CHEMP will conduct a full review of its research priorities once the establishment of CHEIP is finalised.

Below is a summary assessment of the results achieved with respect to each theme (Tables 2.1-2.6). This is followed by a summary list of funded research projects and consultancies. The report then presents publications, conference participation and other outcomes for core staff.

Table 2.1: Theme I: Program evaluation and policy analysis

<i>Five year goals and objectives</i>	<ul style="list-style-type: none"> • elaborate a theoretical and methodological framework for policy analysis in the short, medium and long-term; • identify and analyse current policy issues; • project medium and long-term policy issues and develop a detailed research program to address them; • establish a regular research seminar series on key higher education and research policy issues; • establish a regular publication series on key higher education and research policy issues; • convene annually a major conference on higher education and research policy; • synthesise and analyse recent reviews and evaluations of government programs.
<i>Achievements to date</i>	<ul style="list-style-type: none"> • this theme is generic to all of the Centre's research activities, specific research projects are listed against the other five themes and not repeated here;

	<ul style="list-style-type: none"> • policy issues so far identified which have led to specific research projects are: quality assurance, market steering, changing patterns in institutional governance, management, diversity and differentiation, changes in academic values; researcher-industry links; research management, student retention, transition from school to higher education, and the changing research culture in Australian Universities; • a Centre occasional paper series has been established; • a number of ad hoc research seminars delivered by visiting researchers were held; • a national conference which led to the establishment of the Australian Universities Quality Assurance Agency was held in Canberra; • establishment of a regular higher education study tour to Europe and North America; • a national conference was held in Canberra in late May 2002 on the Minister's Crossroads discussion paper, this was in association with the Australian Network for Higher Education Policy Research.
<i>Activities to be pursued during 2003</i>	<ul style="list-style-type: none"> • pursue substantial external funding of Centre activities; • continue work on the elaboration of theoretical and methodological frameworks for policy analysis; • progress work on new and continuing research projects; • pursue external funding for further individual research projects on the policy issues identified; • progress work on the establishment of a regular research seminar series; • plan and convene a major national seminar on research management issues.

Table 2.2: Theme II: Impact of national science policy on higher education research

<i>Five year goals and objectives</i>	<ul style="list-style-type: none"> • initiate and complete a comparative study of changes in the policy orientation of research funding agencies and other related science funding mechanisms, and the consequences of such changes for higher education research; • initiate and complete several short-term studies that examine the adequacy and effectiveness of University research management plans; support and training of a new generation of researchers; marketing of research results; and the global visibility of Australian science; • initiate longer term studies of scientific innovation; • initiate longer term studies of the internationalisation/globalisation of Australian Science; • initiate a longitudinal study of scientific innovation and technological transfer in Australian higher education.
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<p><i>Achievements to date</i></p>	<ul style="list-style-type: none"> • completion of an ARC Large Grant on the changing culture of research in Australia; • completion of an ARC Large Grant on research-industry links; • participation in an IMHE sponsored project on research management, Paris, June 2000 and Tokyo, February 2001; • conference paper presentation on higher education and world of knowledge, Canberra; • conference paper on International Scientific Networks, Florida, USA; • completion of an Academy of Science funded project on international networks and the competitiveness of Australian S&T. Reference to the resulting report by the Academy and the Australian Research Committee in their respective submissions to the Chief Scientist's <i>Australian Science Capability Review</i>. Also reference to the report by the Federation of Australian Scientific and Technological Societies 2000 Policy Document: <i>Australian Science and Investment for the 21st Century</i>. • completion of an ARC Small Grant on the internal allocation of research funding within Australian Universities; • completion of an ARC Small Grant on Research Training and National R&D policy; • completion of an ARC Small Grant on comparative study of changes in the policy orientation of research funding agencies; • a number of conference paper presentations (see publications). • preparation and submission of an ARC Discovery grant on the technology transfer capabilities of Australian universities; • expert testimony to the Standing Committee on Industry, Science, and Technology of the House of Commons, Parliament of Canada; • completed OECD/IMHE case study of research management at Adelaide University.
<p><i>Activities to be pursued during 2003</i></p>	<ul style="list-style-type: none"> • commencement of an ARC Discovery project on the technology transfer capabilities of Australian universities. • preparation of journal articles arising from the ARC Large Grant on the changing culture of research in Australia; • preparation of journal articles arising from research management projects; • pursue external funding for medium to long-term research on scientific innovation and technological transfer in Australian higher education; • present OECD/IMHE case study of research management at Adelaide University at overseas conference.

Table 2.3: Theme III: Impact of market and non-market forces on higher education

<i>Five year goals and objectives</i>	<ul style="list-style-type: none"> • initiate and complete a study of the acquisition and distribution of non-DETYA funding sources within higher education institutions; • initiate and complete a study of the effects of market forces and entrepreneurial activity on traditional academic culture; • initiate and complete a study of changing patterns in the norms and values of academic staff; • initiate and complete a study of changes in conditions of employment of academics, and in their incentive and reward systems; • initiate and complete a number of case studies of markedly entrepreneurial departments and research institutes/centres.
<i>Achievements to date</i>	<ul style="list-style-type: none"> • continuation of data analysis and publications from national survey of changing academic work and values, 1977-1997; • completion of ARC Large Grant on the impact of market forces on academic work and values; • contribution to a special issue of the journal <i>Higher Education Policy</i> on the marketisation of Australian higher education; • completion of an ARC Large Grant on the market steering of higher education, which in part continues research began with the ARC Small Grant on the same topic; • submission of ARC Federation Fellowship on global networks in higher education; • participation in an international comparative study on the marketisation of higher education, Douro, Portugal, October 2001 and 2002.
<i>Activities to be pursued during 2003</i>	<ul style="list-style-type: none"> • preparation of journal articles arising from the ARC Large Grant on the market steering of higher education; • further analysis and publication of research results already obtained in this focal area.

Table 2.4: Theme IV: Management structures and management performance

<i>Five year goals and objectives</i>	<ul style="list-style-type: none"> • system-wide evaluation of higher education management procedures and practices; • analysis of the financial management of Australian higher education at the system level, including the identification of alternative funding models; • system-wide evaluation of the quality of Australian higher education resulting in recommendations on future quality assurance procedures and practices; • detailed analysis of financial management practices at the institutional level; • analysis of the use of performance indicators and other
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	accountability measures in the management of higher education.
<i>Achievements to date</i>	<ul style="list-style-type: none"> • completion of UNE project on patterns of institutional management consultation; • completion of UNE project on management of student retention; • workshop presentation on institutional amalgamations relevant to the consolidation of higher education in South Africa. • guest co-editor of special issue of the journal <i>Higher Education Policy</i> on managing university diversity (see publications); • quest editors of special issue of the international journal <i>Higher Education</i> on managing university amalgamations (see publications); • commencement of ARC SPIRT grant on evolving role of state governments in the steering of Australian higher education; • several papers analysing management of higher education in South Africa; • commencement of DETYA funded project on the Efficiency of Australian Universities; • completion of DETYA funded project on the Efficiency of Australian Universities.
<i>Activities to be pursued during 2003</i>	<ul style="list-style-type: none"> • completion of ARC SPIRT grant on evolving role of state governments in the steering of Australian higher education; • pursue external research funding for large scale project on analysis of the financial management of Australian higher education at system level; • continuing to assist various national agencies to analyse the management of higher education in South Africa; • pursue external research funding for large scale project on the analysis of the financial management of Australian higher education at the institutional level; • further analysis and publication of research results already obtained in this focus area; • investigate possibility of short-term consultancy projects on management issues at the institutional level.

Table 2.5: Theme V: Comparative experiences in higher education systems

<i>Five year goals and objectives</i>	<ul style="list-style-type: none"> • initiate and complete a comparative study of the attempts by major OECD countries to boost research activity and output, through the use of such mechanisms as establishment and funding of special research centres, specially funded research chairs, establishment of specialised expensive facilities for joint use, and regional consortia; • initiate and complete a comparative study of the results of restructuring higher education systems in terms of the promotion of diversity within systems.
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<p><i>Achievements to date</i></p>	<ul style="list-style-type: none"> • completion of an ARC Large Grant on a comparative study of government policy, market competition and the differentiation of higher education; • invitation to edit a special issue of the journal <i>Higher Education Policy</i> and a book to be published by Pergamon press on the stakeholder society in higher education; • commence an ARC Large Grant on comparative study of the receptor function in policy research; • prepared and submitted an ARC Discovery grant on comparative study of higher education reform in Australia and the Netherlands.
<p><i>Activities to be pursued during 2003</i></p>	<ul style="list-style-type: none"> • continue an ARC Large Grant on comparative study of the receptor function in policy research; • continue an ARC Discovery grant on comparative study of higher education reform in Australia and the Netherlands. • publication of results from ARC Large Grants related to this theme; • pursue external funding for major study of the attempts by OECD countries to boost research activity and output.

Table 2.6: Theme VI: Client groups, client service and sector relationships

<p><i>Five year goals and objectives</i></p>	<ul style="list-style-type: none"> • longitudinal study tracing the movement of cohorts of school leavers through higher education and to permanent careers; • demographic study of the transition rates from secondary schools to higher education over the next decade; • evaluation of course articulation between TAFE and higher education; • analysis of the desirable balance of new places between higher education and TAFE; • study of the relationships and linkages between tertiary education and the labour market; • major review of sectoral relationships in Australian tertiary education; • major study of employer satisfaction with higher education graduates.
<p><i>Achievements to date</i></p>	<ul style="list-style-type: none"> • DETYA national invitation workshop on quality assurance in Australian higher education; • study of student retention rates at the University of New England; • study of staff consultation patterns at the University of New England; • DETYA national invitation program symposium on alternative pathways to University entrance;

	<ul style="list-style-type: none"> • completion of a DETYA EIP project on refinement and extension to TAFE of UNE schools recommendation admission scheme; • completed NSW Office of Higher Education sponsored project on assessing regional universities' response to the government's Crossroads discussion paper; • completed Victorian Office of Higher Education sponsored project to evaluate State/Territory higher education programs and initiatives. Crossroads Discussion Paper; • UNE Teaching and Learning Centre – preparation of Strategic Plan; • UNE Teaching and Learning Centre – completion of large scale surveys of academic staff and students regarding online delivery of teaching units.
<i>Activities to be pursued during 2003</i>	<ul style="list-style-type: none"> • coordination of national seminar and conference for the Australian Network for Higher Education Policy Research; • complete DEST project on the role of government in educational exports.

2.2 Funded Research Projects & Consultancies active during 2002

Start/ Completion	Source	Project Title	Chief Investigators	Funds
2001/2003	ARC LG	The Receptor Function in Policy Related Research	G Harman/ M Kogan	\$138,000
2001/2002	ARC SPIRT	The History and Development of Commonwealth State Relationships in Australian higher education: intended and unintended policy consequences	V Meek/ G Harman	\$77,000
2001/2002	DETYA	The Relative Performance of Australian Universities	V Meek/ Rao et al.	\$96,000
2002/2004	ARC D	Enhancing the Technology Transfer Capabilities of Australian Universities	G Harman/ K. Harman	\$95,000
2002/2004	ARC D	The Transformation of Higher Education in Australia and the Netherlands: a comparative study of adaptation in the post-industrial era	V Meek	\$95,000
2002/2002	DEST	Internationalisation of the Higher Education Sector	G Harman	\$10,000
2002/2002	UNE	The History and Development of Commonwealth State Relationships in Australian higher education	V Meek	\$10,000
2002/2002	DET NSW	Regional Universities: a response to the crossroads discussion paper	G Harman/ V Meek	\$5,000
2002/2003	UNE T&LC	Evaluation of Online Teaching at UNE. Report on Survey of Students 2002 and Report on Survey of Staff 2002.	F Wood	\$25,000
2002/2002		Preparation of the Strategic Plan for the Teaching and Learning Centre 2002	F Wood	\$10,000
2002/2003	DEST	Role of Government in Education Exports	V Meek, F Wood, R Carrington	\$25,000
2002/2002	DET Vic	Evaluation of higher education programs and initiatives in States and Territories	V Meek	\$15,000
Total		(includes multi-year grants extending beyond 2002)		\$601,000

2.3 Publications 2002

Books and monographs

Amaral, Alberto, V.L. Meek and Ingvild Larsen (eds.) 2003, *The Higher Education Managerial Revolution?*, Amsterdam, Kluwer, pp. 1 - 266 + xliii.

Books Chapters

Harman, G., 2003, 'Comparative Perspectives on Mergers in Higher Education' in *COE Program: International Seminar on Mergers and Cooperation among Higher Education Institutions; Australia, Japan and Europe*, Research Institute for Higher Education, Hiroshima University, Japan, pp. 7-22.

Harman, G., (forthcoming) Australia's System of Quality Assurance for Higher Education: Development, Key Elements and Current Operation, in Keith Morgan (Ed) *RIHE Higher Education Forum*, Research Institute for Higher Education, Hiroshima University, Japan, 25 pp.

Harman, G & Harman, K. M. 2003, 'Dissemination of the Findings of Educational Research' in John P. Keeves and Ryo Watanabe (Eds.), *The Handbook on Educational Research in the Asia Pacific Region*, Kluwer, Dordrecht. pp 1133-1146.

Meek, V.L., 2002, 'Changing Patterns in Modes of Coordination of Higher Education', in Juergen Enders and Oliver Fulton (eds), *Higher Education in a Globalizing World - International Trends and Mutual Observations*, Amsterdam, Kluwer, pp. 53 – 72.

Meek, V.L., 2003, 'Selection for Higher Education in the Asia-Pacific Region', in John Keeves and Ryo Watanabe (eds.), *The Handbook on Education Research on the Asia-Pacific Region*, Amsterdam, Kluwer, pp. 6290 – 6316.

Meek, V.L., 2002, 'On the Road to Mediocrity? Governance and Management of Australian Higher Education in the Market Place', in Alberto Amaral, Glen A. Jones and Berit Karseth (eds.), *Governing Higher Education: National Perspectives on Institutional Governance*, Amsterdam, Kluwer, pp 253 - 278.

Meek, V.L., 2002, 'Use of the 'Market' in the Transformation of Australian Higher Education', in Roberto Rodríguez Gómez (ed.), *Reformas en los Sistemas Nacionales de Educación Superior (Reforms of national systems of Higher Education)*, Riseu and Netbiblo, Coruña (Spain), pp 149 - 178.

Reed, M., V.L. Meek, and Glen A. Jones, 2002, 'Introduction', in Alberto Amaral, Glen A. Jones and Berit Karseth (eds.), *Governing Higher Education: National Perspectives on Institutional Governance*, Amsterdam, Kluwer, pp 1 -17.

Meek, V.L., 2003, 'Introduction', in Alberto Amaral, V.L. Meek and Ingvild Larsen (eds.) *The Higher Education Managerial Revolution?*, Amsterdam, Kluwer, pp. xv - xliii.

- Meek, V.L., 2003, 'Governance and Management of Australian Higher Education: Enemies Within and Without', in Alberto Amaral, V.L. Meek and Ingvild Larsen (eds.) *The Higher Education Managerial Revolution?*, Amsterdam, Kluwer, pp. 149 - 171.
- Wood, F and Wessely S., 2003, 'Peer Review of Grant Applications', in Godlee, F. & Jefferson, T. (eds) *Peer Review in Health Care*, 2nd Edition, British Medical Association Publications, pp. 14-44. ISBN 0 7279 1685 8.

Articles

- Harman, G., 2002, 'Evaluation of the Australian Higher Education Contribution Scheme (HECS)', *Perspectives: Policy & Practice in Higher Education*, 6(1):16-22.
- Harman, G., 2002, 'Australian University-Industry Research Links: Researcher Involvement, Outputs, Personal Benefits and 'Withholding' Behaviour', *Prometheus*, 20(2):143-158.
- Harman, G., 2002, 'Academic Leaders or Corporate Managers: Deans and Heads' in 'Australian Higher Education, 1977 to 1997', *Higher Education Management and Policy*, 14(2):53-70.
- Harman, G., 2002, 'Producing PhD Graduates in Australia for the Knowledge Economy,' *Higher Education Research & Development*, 21(2):179-190, July.
- Harman, G., 2002, 'Risks in University-Industry Research Links and the Implications for University Management', *Journal of Higher Education Policy and Management*, 24(1):37-51.
- Harman, G., 2002, 'International PhD Students in Australian universities: financial support, course experience and career plans', *International Journal of Education Development*. 23:339-351
- Harman, G., 2003, 'PhD Students Satisfaction with Course Experience and Supervision in Two Australian Research-Intensive Universities', *Prometheus*, 21(3) September.
- Harman, G., (forthcoming) 'Australian Academics and Prospective Academics: Adjustment to a more commercial environment', *Higher Education Management and Policy*.
- Harman, K., 2002, 'Merging Separate Campus Cultures into a Coherent Educational Community: Challenges for Higher Education Leaders', *Higher Education*, 44(1):91-114.
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- Harman, K., 2002, (edited papers from conference), 'Options for Higher Education Reform', sponsored by the Australian Network for Higher Education Policy Research, May 2002. Website: <http://fehps.une.edu.au/ANHEPR>.
- Harman, G & Harman, K., 2003, 'Institutional mergers in higher education: Lessons from international experience', *Tertiary Education and Management*, 9:29-44.

- Harman, G. & Harman, K., 2002, 'Institutional Mergers in Higher Education: Lessons from International Experience', *Tertiary Education and Management*, 29:29-44.
- Harman, K. & Meek, V.L., 2002, 'Introduction', in *Merger revisited: international perspectives on mergers in higher education*, Special issue of *Higher Education*, 44(1):1-4.
- Wood, F.Q & Meek, V.L., 2002, 'Over-reviewed and underfunded? The evolving policy context of Australian higher education research and development', *Journal of Higher Education Policy and Management*, 24(1):7-20.
- Codling, A. & Meek, V.L., (in press) 'The Impact of the State on institutional differentiation in New Zealand', *Higher Education Policy and Management*, 15(2), approximately 20 pages.

Special Journal Issues - Guest Editor

- Harman, K. & Meek, V.L., 2002, *Merger revisited: international perspectives on mergers in higher education*, Special issue of *Higher Education*, 44(1):1-183.

Research Reports

- CHEMP (F. Wood, V.L. Meek and E. Treadgold) 2002, Annotated Bibliography and Provision of a Literature Review on the 'Role of Government in Education Exports', Department of Education, Science and Training, Canberra. pp. 1–592.
- CHEMP (V.L. Meek, R. Carrington, P. Rao, T. Coelli and G. Harman) 2002, 'Measuring the Performance of Australian Universities: Conceptual Issues and Preliminary Findings'. Report prepared for the Department of Education, Science and Training by the Centre for Higher Education Management and Policy and the Centre for Efficiency and Productivity Analysis, pp. 1–106.
- CHEMP (V.L. Meek, R. Carrington, and F Wood) 2003, 'The Role of Further Government Intervention in International Education'. Report prepared for the International Division of the Department of Education, Science and Training, pp. 1–36.
- Harman, G. & Harman, K., 2002, South African University Vice-Chancellors' Association (SAUVCA) on 'Restructuring and Mergers in Higher Education'. This project included planning and presenting at two workshops for Vice-Chancellors and Heads of Technikons, Pretoria and Johannesburg, South Africa, March 2002.
- Harman, G. and Meek, V. L., 2002, 'Ministerial Statement Entitled Higher Education at the Crossroads: Possible Implications for NSW Regional Universities', Analytical Paper Prepared for the Higher Education Directorate of the NSW Department of Education and Training, pp. 1 - 46.
- Harman, G. & Nolan, P., 2002, 'Internationalisation of the Higher Education Sector: Draft Annotated Bibliography and Report on Literature Review', Report prepared for the Department of Education, Science and Training, *Consultancy Contract: Internationalisation of the Higher Education Sector. Contract No 01904, August 2002.*

- Harman, G. & Nolan, P., 2002, 'Internationalisation of the Higher Education Sector: Draft Synthesis Report and Draft Report on Best Practice Description', Report prepared for the Department of Education, Science and Training, *Consultancy Contract: Internationalisation of the Higher Education Sector. Contract No 01904, 18 October 2002.*
- Meek, V.L., 'Evaluation of higher education programs and initiatives in other States and Territories which may inform the development of policy in Victoria'. Office of Higher Education, Victoria Department of Education and Training, pp. 1-153.
- Wood, F. Q. and V. Lynn Meek, 2002, 'Research Management - a Question of Scale and Focus at the University of Adelaide', A Case Study for the OECD/IMHE - Trends in Research Management and Support at the Institutional Level, pp. 1 - 33.

Conference Papers

- Harman, G., 2002, 'Australia as a Major Higher Education Supporter', 15th CHER Conference 'Higher Education in the Global Age', 5-7 September 2002, Vienna, Austria.
- Harman, G., 2002, 'Australian Academics and Prospective Academics: Adjustment to a more commercial environment', 16th IMHE General Conference, 16-18 September 2002, Paris.
- Harman, G., 2002, 'Comparative perspectives on mergers in higher education: new trends and directions in restructuring', Southern African Comparative and History of Education Society, Pretoria, South Africa, 28 October 2002.
- Harman, G., 2002, 'Recommendations of the National Working Group: Feasibility and Alternatives', paper presented to Vice-Chancellor's Workshop, South African University Vice-Chancellor's Association, Johannesburg, 29 February, 2002.
- Harman, G., 2003, 'Comparative Perspectives on Mergers in Higher Education', International Seminar on Mergers and Cooperation among Higher Education Institutions: Australia, Japan and Europe, Research Institute for Higher Education, Hiroshima University, Japan, 17-18 February 2003.
- Harman, K., 2002, 'Comparative perspectives on mergers in higher education: New Evidence and theories on restructuring', invited discussant/respondent at the South African Comparative and History of Education Society (SACHES) Conference: plenary session, University of Pretoria, October.
- Harman, K., 2002, 'The Importance of Cultural Factors in Merger', invited presentation to the Workshop for South African Vice-Chancellors and Heads of Technikons, Johannesburg, South Africa, 1 March.
- Harman, K., 2003, 'Cultural Factors in Higher Education Mergers: The Australian Experience', invited speaker at the International Seminar: *Mergers and Cooperation Among Higher Education Institutions in Australia, Japan and Europe*, Research Institute for Higher Education, Hiroshima University, Japan, February.

- Harman, G. & Harman, K., 2002, "Getting Published", invited presentation to new researchers at the South African Comparative and History of Education Society (SACHES), University of Pretoria, South Africa, October.
- Meek, V.L. 2002, 'Governance and Management of Higher Education in Australia', Invited paper presented at experts meeting on Managerialism in higher education; institutional autonomy and the professionalisation of institutional management and administration, Douro River, Portugal, October 5 – 9.
- Meek, V.L. 2002, Invited Chair of sessions on 'Are Core Values Under Threat?' and "Who is in Charge?", Privileges Lost, Responsibilities Gained: reconstructing higher education, invitational conference hosted collaboratively by the Centre for Higher Education Policy Studies, The Centre for Higher Education Research and Information and the Futures Project: policy for higher education in a changing world, Teachers College, Columbia University, New York, 14 - 15 June.
- Meek, V.L. 2002, Invited member of panel session 'From the Outside Looking In: a global perspective on California's Master Plan for Education', Fourteenth Annual Envisioning California Conference, Envisioning a State of Learning; Moving California's Master Plan for Higher Education into the 21st Century, California State University, Sacramento, 26 - 27 September.
- Meek, V.L. 2002, 'The Impact of the State on institutional differentiation in New Zealand' (with Andrew Codling). OECD/IMHE General Conference, Paris, France 16 - 18 September.
- Meek, V. L., 2003, 'Market Coordination, Research Management and the Future of Higher Education in the Post-Industrial Era'. Invited paper delivered at the 2nd meeting of the UNESCO Regional Scientific Committee for Asia and Pacific, New Delhi, 8–9 September.
- Wood, F. Q., 2003, 'Attraction of Human Capital - an Australian perspective', invited presentation to. 9th Annual EARMA Conference 'Professionalising Research Management: Facing Challenges of Changing Environments', Portugal, 12-14 June.

Other Conference/Meeting Participation

- All Centre Staff, 2002, 'Options for Higher Education Reform', Australian Network for Higher Education Policy Research and the Centre for Higher Education Management & Policy, Fifth Annual Conference, University House, ANU, Canberra, 30-31 May.
- Meek, V. L. and F. Wood 2002, Invited participants in a Round Table Discussion meeting convened by Dr Frank Newman Project Director, *The Futures project: Policy for Higher Education in a Changing World*. 24 June, Sheraton Hotel, Darling Harbour, Sydney.
- Meek, V. L., 2002; 2003, Australian University Quality Assurance, Auditor Meetings, Melbourne.
- Meek, V. L., 2002, Australasian Research Management Society (ARMS) Annual Conference, Melbourne, 25-29 November.

- Meek, V. L., 2003, UNESCO Forum: Regional Scientific Committee for Asia and Pacific, Bangkok, February.
- Meek, V. L., 2003, Editors meeting, Porto, Portugal, February
- Wood, F. Q., 2002, Australasian Research Management Society (ARMS), International Committee Meetings.
- Wood, F. Q., 2002, 'Academic Values, National Dreams, Global Realities', The International Association of University Presidents (IAUP) XIIIth Triennial Conference, Sydney, June.
- Wood, F. Q., 2002, Forum for European-Australian Science and Technology Cooperation (FEAST), University of Melbourne, Melbourne, July.
- Wood, F. Q., 2002, 'The Financial Future of Australia's Universities', National Institute of Social Sciences and the Centre for Economic Policy Research, ANU, Canberra, 11-12 September.
- Wood, F. Q., 2002, 'Science Meets Parliament Day', Canberra, 12 November
- Wood, F. Q., 2002, Australasian Research Management Society (ARMS) Annual Conference, Melbourne, 25-29 November.

Other International and/or Research Activities

- Harman, G. & Harman, K., 2002, 8-13 September, Study Program to the UK: 'Research management & commercialisation', (Technology transfer and research management; academic governance; financial management and planning.)
- Wood F. Q., 2002, Invitation to give evidence to the Standing Committee on Industry, Science, and Technology of the House of Commons, Parliament of Canada regarding Canadian federal granting agencies, peer review funding and the Canadian Research Chairs Program (24 April 2002).

2.4 Other activities

Centre Visitors

Dr Art Hauptman, Independent Public Policy consultant, Arlington, Virginia, USA (*August 2002*).

Dr Leo Goedegeburre, Center for Higher Education Policy Studies (CHEPS), Universiteit of Twente, Enschede, The Netherlands (*March 2003*).

Dr Harry de Boer, Center for Higher Education Policy Studies (CHEPS), Universiteit of Twente, Enschede, The Netherlands (*March 2003*).

Professor Le Quang Minh, Rector of Can Tho University, Vietnam (*March, 2003*).

Professor Keith Archer, Department of Political Science, University of Calgary, Canada (*May 2003*).

Professor Jonathan Jansen, Dean of the Faculty of Education, University of Pretoria, South Africa (*July 2003*).

Ms Bernadette Johnson, PhD Student, the University of the Witwatersrand, South Africa (*September – October 2003*).

CHEMP / PDAL Resource Library

The CHEMP / PDAL Resource Library was set up in 2000. The library is situated in the School of Professional Development and Leadership (PDAL) and is accessible to both CHEMP and other PDAL staff.

The Library includes current government reports, up to date DETYA statistics, historical background information and information in regard to other national and international higher education research bodies. It currently contains over 300 catalogued titles.

CHEMP Web Page

The Centre's web page continues to provide comprehensive information about CHEMP's objectives, its staff and its activities. The page is also linked to the Australian Network for Higher Education Policy Research (ANHEPR) web page.

3. Statement of Resources

The Faculty of Education Health and Professional Studies (FEHPS) provides the Centre with support for a part-time Research Project Officer. The Faculty also acknowledges the Director's involvement in Centre activities for workload purposes.

In addition to the Research Project Officer, all other Centre members are either full-time staff of the School of Professional Development and Leadership or employed under various external research grants. While Core Members have been quite successful in attracting external research funding - well over \$1 million since the Centre was established in 1996 - CHEMP's budget as such is quite modest. CHEMP's key medium to long-term objective is to obtain sufficient external funding to guarantee continuity of staff research positions and activities.

Most of the Centre's financial support for research comes from external grants successfully competed for by individual staff members. In most instances, these grant budgets are fully allocated to individual projects and there has been limited opportunity for the Centre to build financial reserves. However, the Centre has been in the position to conduct a limited number of projects both for the University and external agencies (particularly DETYA) that have allowed for recouping some cost of staff time and overheads.

