

# CHEMP Annual Report

2005

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University of New England

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## Table of Contents

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Advisory Board .....	iii
International Reference Group .....	v
Foreword .....	ix
1. Introduction .....	1
1.1 Mission .....	1
1.2 Management structure and organisation .....	2
1.3 Centre members.....	2
2. Goals and Achievements of the Centre .....	5
2.1 Goals and achievements - an overview.....	5
2.2 Funded research projects & consultancies active during 2003-present .....	12
2.3 Publications 2003 to present.....	18
2.4 Professional awards and memberships.....	26
2.5 Other activities.....	27
3. Planned Research Initiatives for 2006 Onwards (DRAFT) .....	29
3.1 Research strategies concerning higher education, innovation, diversity and regional development.....	29
4. Statement of Resources .....	32



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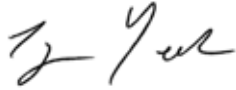
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## Foreword

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This is the fifth Bi-Annual/Annual Report of the Centre for Higher Education Management and Policy (CHEMP). This report reviews CHEMP's 2004 and 2005 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. Section three provides an indication of our thinking as to future directions. The first half of 2006 will be devoted to the construction of a new five year research plan for the Centre.



V. Lynn Meek  
Professor and Director

2005



# 1. Introduction

## 1.1 Mission

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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**

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CHEMP is a recognised Centre as defined by *UNE's Rules for the Establishment and Management of Research Centres and Institutes*. 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**

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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, University or externally and who have maintained a significant and sustained involvement in Centre research projects. 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

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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. The first half of 2006 will be devoted to the development of a new 5 year research plan for the Centre.

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**

Five year goals and objectives	<ul style="list-style-type: none"> <li>• elaborate a theoretical and methodological framework for policy analysis in the short, medium and long-term;</li> <li>• identify and analyse current policy issues;</li> <li>• project medium and long-term policy issues and develop a detailed research program to address them;</li> <li>• establish a regular research seminar series on key higher education and research policy issues;</li> <li>• establish a regular publication series on key higher education and research policy issues;</li> <li>• convene annually a major conference on higher education and research policy;</li> <li>• synthesise and analyse recent reviews and evaluations of government programs.</li> </ul>
Achievements to date	<ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• a Centre occasional paper series has been established;</li> <li>• a number of ad hoc research seminars delivered by visiting researchers were held;</li> <li>• a national conference which led to the establishment of the Australian Universities Quality Assurance Agency was held in Canberra;</li> <li>• establishment of a regular higher education study tour to Europe and North America;</li> <li>• 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.</li> <li>• pursuit of substantial external funding of Centre activities;</li> <li>• continuous work on the elaboration of theoretical and methodological frameworks for policy analysis;</li> <li>• pursuit of external funding for further individual research projects on the policy issues identified;</li> <li>• progress work on the establishment of a regular research seminar series;</li> <li>• submitted ARC Discovery application on the a comparative study of the transformation of higher education – the study already partially funded by the Portuguese Research Council;</li> <li>• Strengthening of international research networks through participation in the EU Erasmus Mundus program.</li> </ul>

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

Five year goals and objectives	<ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• initiate longer term studies of scientific innovation;</li> <li>• initiate longer term studies of the internationalisation/globalisation of Australian Science;</li> <li>• initiate a longitudinal study of scientific innovation and technological transfer in Australian higher education.</li> </ul>
Achievements to date	<ul style="list-style-type: none"> <li>• completion of an ARC Large Grant on the changing culture of research in Australia;</li> <li>• completion of an ARC Large Grant on research-industry links;</li> <li>• participation in an IMHE sponsored project on research management, Paris, June 2000 and Tokyo, February 2001;</li> <li>• conference paper presentation on higher education and world of knowledge, Canberra;</li> <li>• conference paper on International Scientific Networks, Florida, USA;</li> <li>• completion of an Academy of Science funded project on international networks and the competitiveness of Australian S&amp;T. Reference to the resulting report by the Academy and the Australian Research Committee in their respective submissions to the Chief Scientist's Australian Science Capability Review. Also reference to the report by the Federation of Australian Scientific and Technological Societies 2000 Policy Document: Australian Science and Investment for the 21<sup>st</sup> Century.</li> <li>• completion of an ARC Small Grant on the internal allocation of research funding within Australian Universities:</li> <li>• completion of an ARC Small Grant on Research Training and National R&amp;D policy:</li> <li>• completion of an ARC Small Grant on comparative study of changes in the policy orientation of research funding agencies;</li> <li>• a number of conference paper presentations (see publications).</li> <li>• preparation and submission of an ARC Discovery grant on the technology transfer capabilities of Australian universities;</li> <li>• expert testimony to the Standing Committee on Industry, Science, and Technology of the House of Commons, Parliament of Canada;</li> <li>• completed OECD/IMHE case study of research management at Adelaide University.</li> <li>• completion of an ARC Discovery project on the technology transfer capabilities of Australian universities.</li> <li>• preparation of journal articles arising from the ARC Large Grant on the changing culture of research in Australia;</li> <li>• preparation of journal articles arising from research management projects;</li> <li>• submitted ARC Discovery grant on research on scientific innovation and technological transfer in Australian higher education;</li> <li>• presented OECD/IMHE case study of research management at Adelaide University at a conference in Bonn – publication of study by OECD;</li> <li>• held jointly sponsored workshop with FASTS and published report on Beyond Brain Drain;</li> <li>• participate in planning 2006 conference on Internationalisation of Research.</li> </ul>

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

Five year goals and objectives	<ul style="list-style-type: none"> <li>• initiate and complete a study of the acquisition and distribution of non-DETYA funding sources within higher education institutions;</li> <li>• initiate and complete a study of the effects of market forces and entrepreneurial activity on traditional academic culture;</li> <li>• initiate and complete a study of changing patterns in the norms and values of academic staff;</li> <li>• initiate and complete a study of changes in conditions of employment of academics, and in their incentive and reward systems;</li> <li>• initiate and complete a number of case studies of markedly entrepreneurial departments and research institutes/centres.</li> </ul>
Achievements to date	<ul style="list-style-type: none"> <li>• continuation of data analysis and publications from national survey of changing academic work and values, 1977-1997;</li> <li>• completion of ARC Large Grant on the impact of market forces on academic work and values;</li> <li>• contribution to a special issue of the journal Higher Education Policy on the marketisation of Australian higher education;</li> <li>• 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;</li> <li>• submission of ARC Federation Fellowship on global networks in higher education;</li> <li>• participation in an international comparative study on the marketisation of higher education, Douro, Portugal, October 2001 and 2002.</li> <li>• preparation of journal articles arising from the ARC Large Grant on the market steering of higher education;</li> <li>• invited to lead two international seminars in the Douro Series in 2007;</li> <li>• further analysis and publication of research results already obtained in this focal area.</li> </ul>

**Table 2.4: Theme IV - Management structures and management performance**

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

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

Five year goals and objectives	<ul style="list-style-type: none"> <li>• 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;</li> <li>• initiate and complete a comparative study of the results of restructuring higher education systems in terms of the promotion of diversity within systems.</li> </ul>
Achievements to date	<ul style="list-style-type: none"> <li>• completion of an ARC Large Grant on a comparative study of government policy, market competition and the differentiation of higher education;</li> <li>• invitation to edit a special issue of the journal Higher Education Policy and a book to be published by Pergamon press on the stakeholder society in higher education;</li> <li>• complete an ARC Large Grant on comparative study of the receptor function in policy research;</li> <li>• prepared and submitted an ARC Discovery grant on comparative study of higher education reform in Australia and the Netherlands.</li> <li>• completed an ARC Discovery grant on comparative study of higher education reform in Australia and the Netherlands.</li> <li>• publication of results from ARC Large Grants related to this theme;</li> <li>• pursue external funding for major study of the attempts by OECD countries to boost research activity and output.</li> </ul>

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

Five year goals and objectives	<ul style="list-style-type: none"> <li>• longitudinal study tracing the movement of cohorts of school leavers through higher education and to permanent careers;</li> <li>• demographic study of the transition rates from secondary schools to higher education over the next decade;</li> <li>• evaluation of course articulation between TAFE and higher education;</li> <li>• analysis of the desirable balance of new places between higher education and TAFE;</li> <li>• study of the relationships and linkages between tertiary education and the labour market;</li> <li>• major review of sectoral relationships in Australian tertiary education;</li> <li>• major study of employer satisfaction with higher education graduates.</li> </ul>
Achievements to date	<ul style="list-style-type: none"> <li>• DETYA national invitation workshop on quality assurance in Australian higher education;</li> <li>• study of student retention rates at the University of New England;</li> <li>• study of staff consultation patterns at the University of New England;</li> <li>• DETYA national invitation program symposium on alternative pathways to University entrance;</li> <li>• completion of a DETYA EIP project on refinement and extension to TAFE of UNE schools recommendation admission scheme;</li> <li>• completed NSW Office of Higher Education sponsored project on assessing regional universities' response to the government's Crossroads discussion paper;</li> <li>• completed Victorian Office of Higher Education sponsored project to evaluate State/Territory higher education programs and initiatives. Crossroads Discussion Paper;</li> <li>• UNE Teaching and Learning Centre – preparation of Strategic Plan;</li> <li>• UNE Teaching and Learning Centre – completion of large scale surveys of academic staff and students regarding online delivery of teaching units.</li> <li>• coordination of national seminar and conference for the Australian Network for Higher Education Policy Research;</li> <li>• complete DEST project on the role of government in educational exports;</li> <li>• submitted DEST tender on International Quality Assurance in higher education;</li> <li>• submitted DEST tender on VET / higher education articulation.</li> </ul>

## 2.2 Research projects & consultancies active during 2003-present

Centre members have been actively engaged in numerous funded research projects and consultancies during this period, a summary is presented in Table 2.7. Further to this, an outline for a number of these research projects is also provided

*Table 2.7: Research projects and consultancies active during 2003 – present*

Start/End	Source	Project Title	Investigators	Funds
2001/2003	ARC LG	The Receptor Function in Policy Related Research	G Harman M Kogan	\$138,000
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
2002/2003	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
2002/2003	DEST	Role of Government in Education Exports	V Meek F Wood R Carrington	\$25,000
2004	DEST NHMRC RIRDC ARMS UQ QDSDI CSIRO	Beyond Brain Drain	F Wood	\$60,000
2005	World Bank	World Bank Second Higher Education Project, Vietnam	K Harman G Harman	NA
2005	UNE	Adaptive Strategies of Higher Education Institutions in the Post-industrial Era	V Meek	\$15,000
2005	EU Erasmus Mundus	Visiting Research Scholar, University of Oslo	V Meek	NA
2005/2007	EU Erasmus Mundus	Action 3 Partnership Program	CHEMP	\$25,000
2006	ARMS ARC ACU	Internationalisation of Research Workshop	F Wood	NA
2005/2007	Research Council Portugal	Transformation of Higher Education	V Meek Goedegebuure	NA
2005/2007	(being sought)	International Survey of the Academic Profession (Prof Cummings G. Wash. Uni Sponsor so far)	V Meek Goedegebuure	
<b>Total</b>		<b>(includes multi-year grants extending beyond 2005)</b>		<b>\$478,000</b>

## ***BEYOND BRAIN DRAIN***

DR FIONA Q. WOOD

The question of how best to train, recruit and retain highly skilled professionals needed for national innovation systems is an ongoing issue for governments throughout the world. Getting the right policy mix to reflect the complexities associated with the demand and supply for these professionals and their mobility is a common challenge.

In Australia a number of policy documents provide the rationale for the need to invest in science, technology and innovation. Similarly the States, particularly Queensland, Victoria and New South Wales have committed substantial funding to help realise the knowledge based economy - primarily in the areas of biotechnology and information technology. Underlying these investments has been the implicit assumption that Australia has the capacity to train and/or recruit the necessary highly-skilled personnel to drive the innovation investment.

Initiatives such as the Federation Fellowships Program and the additional science and technology places provided under Backing Australia's Ability I and II reflect the importance of having a pool of 'trained innovators' (including scientific researchers). Despite these initiatives, there has been ongoing concern by a number of peak bodies and leading researchers that in the face of intense international competition, Australia's capacity to attract and retain highly skilled Science, Engineering and Technology (SET) personnel is being tested.

In October 2003 the Senate of the Australian Parliament also initiated an inquiry into Australians living overseas: the factors driving them there, their needs and concerns, as well as the economic and social implications for Australia.

As Chair of the International Committee of the Australasian Research Management Society I convened an international, high-level workshop held at the Queensland Bioscience Precinct in February 2004 entitled: Beyond Brain Drain: Mobility, Competitiveness and Scientific Excellence. The workshop provided a systematic exploration and analysis

of a number of the issues identified above by drawing upon input from leading researchers; the most up-to-date studies in Australia; and benchmarking these studies with Canadian and European policies and experiences.

The patron for the workshop was Professor Peter Doherty, AC, FAA, FRS and winner of the 1996 Nobel Prize for Medicine and sponsorship was provided by: DEST; NHMRC; RIRDC; CSIRO; University of Queensland; the Queensland Department of State Development and Innovation; and the Australasian Research Management Society.

The report provided input to the Prime Minister's Science, Engineering and Innovation Council discussions on skilled labour issues and has been referenced by the Senate Expat Inquiry report mentioned above and the Skills Audit currently being undertaken by DEST.



*Dr Fiona Wood & Prof Snow Barlow launching Report*

The report was launched by the President of the Federation of Australian Scientific and Technological Societies (FASTS), Professor Snow Barlow in September 2004 at Parliament House in Canberra.

An electronic copy of the report can be obtained from either the FASTS web site <http://www.fasts.org> or the CHEMP website <http://www.une.edu.au/sat/chemp/arms/>

## ***CONSULTING FOR THE WORLD BANK IN VIETNAM***

PROF. KAY HARMAN

Kay was selected in early 2005 as the International Research Evaluation Specialist for the World Bank-funded Second Higher Education Project (Preparation) in Vietnam (HEP 2). The Ministry of Education and Training (MOET) in Vietnam is preparing to implement this project which aims to strengthen the higher education system via system-level policy reforms and introducing a competitive grants scheme for universities and research institutions. The grants scheme called the Teaching, Research & Innovation Grants (TRIGs), aims to support innovation in university training and research. It will be based on proposals that address the priorities of development relevance and national and international cooperation.

The grants offered would provide incentives and opportunities for:

- improving the quality and relevance of higher education training and research
- strengthening of linkages between higher education training and research, among higher education institutions, research institutes, and industry, as well as with international research and higher education communities.

Kay's consultancy involves: designing the application and evaluation phases of the new teaching and research grants; formulating assessment criteria, procedures and regulations for evaluating proposals; suggesting the structure and composition of review panels for each type of grant; and highlighting practical implementation issues such as procurement options, in connection with the provision of grants. In August this year, Kay presented at two launching seminars for HEP 2 in Hanoi and Ho Chi Minh City on 'Integrating Research into Training'. In addition, she has produced four substantial papers, two of which are, "Building Research Capacity and Strengthening Research & Development in Developing Countries", and "Strengthening the Links Between Teaching, Learning and Research in Higher Education".



*Seminar in Ho Chi Minh City to Launch the HEP 2 Program*

## ***INTERNATIONALISATION OF RESEARCH: THE BIG ISSUES AND OPPORTUNITIES OF THE DECADE FOR RESEARCH LEADERS AND MANAGERS***

**DR FIONA Q. WOOD**

In an exciting initiative by the International Network of Research Management Societies (INORMS) and the Association for Commonwealth Universities (ACU), an inaugural congress on the Internationalisation of Research: The Big Issues and Opportunities of the Decade for Research Leaders and Managers will be held in Brisbane, Australia in late August 2006.

The Congress which is to be hosted by the Australasian Research Management Society (ARMS) will provide a unique opportunity to strengthen international professional relationships and enhance communication and collaboration between countries and institutions (in all sectors) engaged in research and research management. The program will address issues that attract research managers, researchers and trainee researchers in developed and developing nations, and will be of direct relevance to policy makers in considering the sort of policy actions needed to support the conduct of research in a global context.

The International Committee of ARMS, which is chaired by Fiona Wood, is the Executive Steering Committee for the Congress.

The Congress is intended to reflect the objectives of INORMS which are to internationalise the body of knowledge on research management, to exchange best practice and

to develop international approaches to supporting the research enterprise. The themes will include:

- Managing complex partnerships (e.g. risk management, IP management, technology transfer, creative commons, managing cultural difference, and interdisciplinary projects);
- The responsible conduct of research across international boundaries (e.g. codes of conduct, ethics in research involving humans, animal welfare, gene technology, bio-safety, OH&S);
- The evaluation process (e.g. politics of peer review, best practice, models for assessing and rewarding research quality); and
- The professional development of R&D managers and leaders (e.g. sustainable mentoring structures, continuing education models, learning organisations, global sharing of best practice, use of the internet, building a CV).

Sponsors to date include: the Australasian Research Management Society, the University of Queensland, Queensland University of Technology, the Australian Research Council as well as the Association of Commonwealth Universities.

Further information can be obtained from:  
<http://www.inorms2006.com/>

## ***THE UNIVERSITY OF NEW ENGLAND: ERASMUS MUNDUS PARTNER INSTITUTION***

PROF. V. LYNN MEEK

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CHEMP and the University of New England are participants in a successful bid to establish a partnership under the Erasmus Mundus Action 3 European Community Framework Programme for Research, Technological Development and Demonstration. The partnership is with three European universities and one Japanese university and is for three years commencing the second half of 2005. This initiative follows the selection earlier in the year of Professor Lynn Meek, the Director of UNE's Centre for Higher Education Management and Policy, for a three month Erasmus Mundus Action 2 Scholarship to conduct teaching and research at selected European universities. UNE is one of only four Australian universities participating in the nine world-wide consortium partnerships selected by the European Commission in 2005. Other partnerships include Adapted Physical Activity; Media, Communication and Cultural Studies; Water and Coastal Management; Global Studies; and International Health.

Erasmus Mundus is a European Commission €230 million (\$385 million) co-operation and mobility flagship programme in the field of higher education which promotes the EU as a centre of excellence in learning around the world and is intended to rival the USA Fulbright programme by the end of its first phase. Through the promotion of international mobility of scholars and students, Erasmus Mundus prepares European and non-European participants for life in a global, knowledge-based society.

The programme strengthens European co-operation and international links in higher education through the support of European Masters Courses (high-quality integrated courses at masters level offered by a consortium of at least three universities in at least three different European countries); by enabling students and visiting scholars from around the world to engage in these Masters Courses; and by supporting the outgoing mobility of European students and scholars towards third countries through the Action 3 Partnership Programme.

The Action 3 Partnership in which UNE is a participant is the Erasmus Mundus International Network for Higher Education Studies (INHES). The partnership has been established to engage the rapidly intensifying global connectedness of the practice of higher education as well as to promote higher education as a field of studies. The main objectives of the partnership are first to offer European students the possibility to gain first-hand knowledge on latest developments in Asian and Australian higher education, and second to further develop a well established research cooperation with the two universities involved by including a teacher / student mobility dimension. The partnership involves the Universities of Aveiro (Portugal), Oslo (Norway), and Tampere (Finland) in Europe, the University of New England (UNE, Armidale) in Australia, and Obirin University (OU, Tokyo) in Japan.

The main partnership activities are: offering courses to European students on specific aspects of Asian/Japanese and Australian higher education; offering courses to Japanese and Australian students on specific aspects of European higher education; further developing the cooperation between the participating institutions by institutionalizing the teaching cooperation and strengthening the research cooperation; and making higher education studies more visible and better established as a field of studies in its own right. The selected European Masters Degree in Higher Education students (approximately 15 students per year) will spend a period of 4 to 6 weeks at either UNE or OU or both. In addition, three European scholars per annum will visit UNE or OU for a period of between 2 to 6 weeks. The students are selected on the basis of their academic record and motivation. The European scholars visiting UNE or OU will teach courses; offer seminars to students, academic staff, as well as external stakeholders; assist in supervising students; and be involved in actual research projects, or assist in setting up new research projects.

For further information on Erasmus Mundus visit:

[http://europa.eu.int/comm/education/programmes/mundus/index\\_en.html](http://europa.eu.int/comm/education/programmes/mundus/index_en.html)

# THE CHANGING NATURE OF THE ACADEMIC DEANSHIP: A COMPARATIVE STUDY BETWEEN AUSTRALIA AND THE NETHERLANDS

LEO GOEDEGEBUURE & V. LYNN MEEK

In 2005 Lynn Meek, Leo Goedegebuure and Harry de Boer<sup>1</sup>, assisted by Jeannet van der Lee, finished the empirical research for the ARC-funded project on the changing nature of the academic deanship. The project is focussed on how the changes in institutional governance structures in universities, that in themselves reflect changes in the universities' external environment, impact on the position of the academic deanship. Recognising that we can see a change from academic self-governance towards forms of line management in combination with a devolution of authority at the system's level, the question is addressed if, how and to what extent these new patterns of authority and accountability have altered the centres of gravity in and the style and decisiveness of decision-making processes within universities. Although we all know that there is much change going on in higher education, we also know that universities can be seen as bastions of tradition, perhaps not as open to new forms of management as some would us have to believe. After all, professional autonomy, fragmentation and diffusion of decision-making powers also still can be found in contemporary universities. Which on the face of it creates a fair bit of tension. Tension that, if we are correct in our assumptions, should be reflected in the position of the academic deanship, being sort of "caught in the middle" in an institution that is going through a period of profound change.

The focus on Australia and the Netherlands is intentional in that we assume that Australian higher education has gone further down the road of market environments, (inter)national competition and the adoption of what in the literature has become known as New Public Management, amongst others embodied in more executive management styles, than has been the case

in the Netherlands. Though at the same time there is no doubt in our mind that the Dutch system is undergoing profound change as well, both in terms of external pressures, including a vastly changing European (higher education) landscape [Bologna, Lisbon], and internal changes in institutional governing structures. This leads us to hypothesize that both Australian and Dutch deans will portray traits associated with the new public management paradigm, but that this will be more pronounced in the case of Australia than in the Netherlands.



*Deans for Lease: Prof. V. Lynn Meek & A/Prof. Leo Goedegebuure*

In order to address our assumptions and expectations, we have first created profiles of the deans, including questions such as who they are, what is their background, what powers do they hold in their respective institutions, and how long have they been in their current position. This statistical profile subsequently has been fleshed out through a large series of interviews with academic deans in the two countries. In total some 50 interviews have been conducted. The data that these have generated currently are being analysed by the research team. A number of journal articles is in preparation and 2006 will see the publication of the overall project results in a monograph.

<sup>1</sup> Leo Goedegebuure during the empirical phase of this project was working as executive director of the Institute for Governance Studies (IGS) at the University of Twente, NL, before moving to UNE and CHEMP at the end of July 2005. Harry de Boer is research co-ordinator at the Centre for Higher Education Policy Studies (CHEPS), also at the University of Twente.

## 2.3 Publications 2003 to present

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### Books and monographs

- Amaral, A., Meek, V.L. & Larsen, I. (eds.) 2003, *The Higher Education Managerial Revolution?* Kluwer, Amsterdam. ISBN: 1-4020-1575-5; 1-4020-1586-0 (pbk)
- de Boer, H., Goedegebuure, L., Huisman, J., Beerkens, E. and Deen, J. 2005, *Gezonde Spanning*, DeltaHage bv, Den Haag. ISBN: 90-5910-303-3.
- Meek, V.L. & Suwanwela, C. (in press) *Higher Education, Research and Knowledge in the Asia Pacific Region*, Palgrave Macmillan, New York.

### Edited Conference Proceedings

- Wood, F.Q. (ed) 2004, *'Beyond Brain Drain' Competitiveness and Scientific Excellence, Conference Report of a Workshop held on 22-23 February 2004*. Report prepared by Centre for Higher Education Management and Policy, University of New England, distributed by FASTS, ISBN 0-9579916-9-X.

### Book Chapters

#### 2003

- 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. 2003, 'A perspective on a decade of change' in *The National Report on Higher Education (2001)*, Department of Education, Science and Training, Canberra, pp. 1-41. Available for download from [http://www.dest.gov.au/sectors/higher\\_education/publications\\_resources/profiles/national\\_report\\_higher\\_education\\_2001.htm](http://www.dest.gov.au/sectors/higher_education/publications_resources/profiles/national_report_higher_education_2001.htm)
- Harman G. & Harman, K. 2003, 'Dissemination of the findings of educational research' in *International Handbook of Educational Research in the Asia Pacific Region*, eds J.P. Keeves & R. Watanabe, Kluwer Academic Publishers, Dordrecht, pp. 1137-1150.
- Meek, V.L. 2003, 'Governance and management of Australian higher education: enemies within and without', in *The Higher Education Managerial Revolution?*, eds A. Amaral, V.L. Meek & I. Larsen, Kluwer, Amsterdam, pp. 179-201.
- Meek, V.L. 2003, 'Introduction', in *The Higher Education Managerial Revolution?*, eds A. Amaral, V.L. Meek & I. Larsen, Kluwer, Amsterdam pp. xv - xliii.
- Meek, V.L. 2003, 'Selection for higher education in the Asia-Pacific region', in *The Handbook on Education Research on the Asia-Pacific Region*, eds J. Keeves & R. Watanabe, Kluwer, Amsterdam, pp. 6290 – 6316.
- Meek, V.L. 2003, 'Market coordination, research management and the future of higher education in the post-industrial era', *UNESCO Forum on Higher Education, Research and Knowledge Occasional Paper Series*, UNESCO, Paris, pp. 1 - 29.

Wood, F.Q. & Wessely S. 2003, 'Peer review of grant applications', in *Peer Review in Health Care*, 2<sup>nd</sup> edn, eds F. Godlee & T. Jefferson, British Medical Association Publications, London, pp. 14-44.

#### 2004

Harman, G. 2004, 'Federalism and intergovernmental relations' in *Encyclopaedia of Government and Politics*, 2<sup>nd</sup> edn, eds M. Hawkesworth & M. Kogan, Routledge, London, pp. 332-347.

Harman, K.M. 2004, 'Cultural factors in higher education mergers: the Australian experience', *COE International Seminar on Mergers and Cooperation Among Higher Education Institutions*; COE Publication Series, Vol 7, Research Institute for Higher Education, Hiroshima University, pp. 91-101.

Wood, F.Q. 'Executive summary', in '*Beyond Brain Drain*': *Mobility, Competitiveness and Scientific Excellence Conference*, ed. F.Q. Wood, Report prepared by the Centre for higher Education Management and Policy, University of New England, distributed by FASTS. Available for download from <http://www.une.edu.au/sat/chemp/arms/index.htm>

Wood F.Q. & Meek V.L. 2004, 'A question of scale and focus at the University of Adelaide, Australia', in *University Research Management – Meeting the Institutional Challenge*, ed. H. Connell, OECD, p. 67-103.

#### 2005

Harman, G. 2005, 'Implementing comprehensive national higher education reforms: the Australian reforms of Education Minister Dawkins, 1987-90' in *Reform and Change in Higher Education: Analysing Policy Implementation*, eds A. Gornitzka, M. Kogan & A. Amaral, Springer, Dordrecht, pp. 169-186.

Harman, G. 2005, 'Internationalisation of Australian higher education', in *International Relations, International Perspectives on Higher Education Research, Volume 3*, ed M. Tight, Elsevier, Amsterdam, pp. 205-253.

Harman, G. 2005, 'Internationalization of Australian higher education: a critical review of literature and research' in *Internationalizing Higher Education: Critical Explorations of Pedagogy and Policy*, CERC Studies in Comparative Education 6, eds P. Ninnes & M. Hellstein, Springer and Comparative Education Research Centre, The University of Hong Kong, pp. 119-140.

Meek, V.L. & Hayden, M. 2005, 'The governance of public universities in Australia: trends and contemporary issues', in *Taking Public Universities Seriously*, eds. F. Iacobucci & C. Tuohy, University of Toronto Press, Toronto, pp. 379-401.

#### In Press

Meek, V.L. (in press) 'Introduction', in *Higher Education, Research and Knowledge in the Asia Pacific Region*, eds V.L. Meek, & C. Suwanwela, Palgrave Macmillan, New York.

Meek, V.L. (in press) 'The changing landscape of higher education research policy in Australia', in *Higher Education, Research and Knowledge in the Asia Pacific Region*, eds V.L. Meek, & C. Suwanwela, Palgrave Macmillan, New York.

Meek, V.L. (in press) 'Research management in the post-industrial era: trends and issues for further investigation', in *Higher Education, Research and Knowledge in the Asia Pacific Region*, eds V.L. Meek, & C. Suwanwela, Palgrave Macmillan, New York.

## Refereed Journal Articles

### 2003

- Codling, A. & Meek, V.L., 2003, 'The Impact of the state on institutional differentiation in New Zealand', *Higher Education Policy and Management*, vol. 15, no. 2, pp. 83-98.
- Harman, G. & Harman, K. 2003, 'Institutional mergers in higher education: lessons from international experience', *Tertiary Education and Management*, vol. 9, pp. 29-44.
- Harman, G. 2003, 'Australian academics and prospective academics: adjustment to a more commercial environment', *Higher Education Management and Policy*, vol. 15, no. 3, pp. 105-122.
- Harman, G. 2003, 'Australia's system of quality assurance for higher education: development, key elements and current operations', *Higher Education Forum*, vol. 1, pp. 117-134.
- Harman, G. 2003, 'International PhD students in Australian universities: financial support, course experience and career plans', *International Journal of Education Development*, vol. 23, pp. 339-351.
- Harman, G. 2003, 'PhD students satisfaction with course experience and supervision in two Australian research-intensive universities', *Prometheus*, vol. 21, no. 3, pp. 317-333.

### 2004

- Harman, G. & Harman, K. 2004, 'Governments and universities as the main drivers of enhanced Australian university research commercialisation capability', *Journal of Higher Education Policy and Management*, vol. 26 no. 2, pp. 153-170.
- Harman, G. & Ollif, C. 2004, 'Universities and government-sponsored contract research: An Australian case study', *Prometheus*, vol. 22, no. 4, pp. 439-455.
- Harman, G. 2004, 'New directions in internationalising higher education: Australia's development as an exporter of higher education services', *Higher Education Policy*, vol. 17. no. 1, pp. 101-120.
- Harman, K.M. 2004, 'Producing 'industry-ready' doctorates: Australian cooperative research centre approaches to doctoral education', *Studies in Continuing Education*, vol. 26, no. 3, pp. 388-404.
- Meek, V.L. 2004, 'From academic to commercial knowledge production in Australian higher education', *Education and Society*, vol. 25, no. 88, pp. 1023-1043.
- Meek, V.L. 2004, 'Produção do conhecimento na educação superior Australiana: do acadêmico ao comercial', *Educação & Sociedade*, vol. 25, no. 88, pp. 1023-1043.

### 2005

- Harman, G. 2005, 'Australian social scientists and transition to a more commercial university environment', *Higher Education Research & Development*, vol. 24, no. 1, pp. 79-94.
- Harman, G. 2005, 'Key research policy issues and the changing role of the state in the Asia-Pacific region', *Journal of Educational Planning and Administration*, vol. 19, pp. 199-222.

Meek, V.L. 2005, 'The demise of public good in the neo-liberal coordination of higher education: the case of Australia', *Higher Education Forum*, vol. 2, pp.19-34.

Meek, V.L. 2005, 'Policy development and impact on higher education research – an Australian case study', *Journal of Educational Planning and Administration*, vol. 19, pp. 223 – 255.

#### **In Press**

Carrington, R., Meek, V.L. & Wood, F.Q. (in press) 'The Role of Further Government Intervention in Australian International Education', *Higher Education*.

Santiago, R., Carvalho, T., Amaral, A. & Meek, V.L. (in press) 'Changes in the middle management of higher education institutions: The case of Portugal', *Higher Education*.

## **Research Reports**

### **2003**

Meek, V.L., Carrington, R. & Wood, F.Q. 2003, The role of further government intervention in international education, report prepared for the International Division of the Department of Education, Science and Training.

Meek, V.L, Wood, F.Q. & Carrington, R. 2003, Evaluation of Commonwealth-state relationships in Australian higher education. ARC Linkage Grant Report, confidential.

### **2005**

Meek, V.L. & van der Lee, J.J. 2005, Performance indicators for assessing and benchmarking research capacities in universities: background paper prepared for the Global University Network for Innovation –Asia and the Pacific', May.

## **Published Refereed Conference Papers**

### **2003**

Harman K.M. 2003, 'Cultural Factors in Higher Education Mergers: the Australian Experience', *Proceedings of the International Seminar on Mergers and Cooperation Among Higher Education Institutions; Australia, Japan and Europe, 17-18 February*, Research Institute for Higher Education, Hiroshima University.

Meek, V.L. 2003, 'Market coordination, research management and the future of higher education in the post-industrial era', *Proceedings of the 2<sup>nd</sup> meeting of the UNESCO Regional Scientific Committee for Asia and Pacific, 8-9 September*, New Delhi.

### **2005**

Wood, F.Q. 2005, 'Attraction and retention of skilled scientists, engineers and technologists: an Australian perspective', *Proceedings of the Conference ESRM2004 and the MCFA Events at ESOF2004, Career Paths and Mobility of Researchers in Europe, August 2004*, eds T. Gabaldón, H. Horta, D.M. Meyer and J.B. Pereira-Leal, Cuvillier Verlag, Göttingen, pp. 55-62.

## Unpublished Conference Papers

### 2003

- Harman K. 2003, Implementation of the comprehensive Australia Higher Education Reforms of education Minister John Dawkins, 1987-1990, paper presented to the 16<sup>th</sup> CHER Conference on Reform and Change in Higher Education: Renewed expectations and improved performance? Porto, September.
- Harman, G. & Harman, K. 2003, Developing capacity to support research commercialisation in Australian universities', paper presented to the Consortium of Higher Education Researchers Conference, Porto, September.
- Harman, G. 2003, 'National Case-Study: Implementation of the Comprehensive Australian Higher Education Reforms of Education Minister John Dawkins, 1987-1990', paper presented at Consortium of Higher Education Researchers Conference, Porto, September.
- Harman, G. 2003, Comparative perspectives on mergers in higher education, paper presented at 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.
- Harman, G. 2003, Development of the Australian tertiary education system', paper presented at the ATEM Orientation, University of New England, November.
- Harman, G. 2003, New institutional management structures for University technology transfer and research commercialisation activities, paper presented to the 16<sup>th</sup> CHER Conference on Reform and Change in Higher Education: Renewed expectations and improved performance? Porto, September.
- 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.
- Wood, F.Q. 2003, Research management – a question of scale and focus at the University of Adelaide, paper presented to the OECD/IMHE and Zentrum fur Wissenschafts-management Conference on Institutional Responses to the Changing Research Environment, Bonn, October.
- Wood, F.Q., 2003, Attraction of human capital - an Australian perspective, invited paper delivered to 9th Annual EARMA Conference Professionalising Research Management: Facing Challenges of Changing Environments, Portugal, June.

### 2004

- de Boer, H., Goedegebuure, L. & Meek, V.L. 2004, New public management – New styles of management? From general ideology to the realities of being a Dean in universities, paper presented to the 17<sup>th</sup> Conference of the Consortium of Higher Education Researchers, Enschede, September.
- Harman, G. & Harman, K.M. 2004, Developing capacity to support research commercialisation and technology transfer in Australian universities, presented at the 16<sup>th</sup> Annual CHER Conference, 4-6 September, Porto, Portugal, 15 pp.
- Harman, G. 2004, Key research policy issues and the changing role of the state, paper presented to the UNESCO Forum on Higher Education Research and Knowledge, Tokyo, May.

- Harman, G. 2004, Policy instruments employed by governments to enhance university research and knowledge transfer capacity, paper presented to the IMHE General Conference, Paris, September.
- Harman, G. 2004, Reflections and predictions on the challenges facing the higher education sector, paper presented to the ATEM NSW Branch Conference, Sydney, July.
- Harman, G. 2004, Transition to mass higher education and to entrepreneurial universities, Seminar for the Norwegian Minister for Education and Science, Melbourne, November.
- Harman, G. 2004, 'Australian experience of transition to mass higher education', paper presented to the Conference on the Transition to Mass Higher Education in Israel: International Comparisons & Perspectives, Haifa, December.
- Meek, V.L. 2004, 21<sup>st</sup> University Perspectives in Australia: From Public to Market-Driven Education, paper presented at the Research Institute for Higher Education Workshop, Hiroshima University, May.
- Meek, V.L. 2004, Discussant: Higher education in developing countries: problems and challenges', paper presented to the UNESCO Scientific Forum, Paris, December.
- Meek, V.L. 2004, Policy development and impact on higher education research – An Australian case study, paper presented to UNESCO Regional Scientific Committee for Asia and Pacific, United Nations University, Tokyo, May.
- Meek, V.L. 2004, The Governance of Public Universities in Australia: Trends and Contemporary Issues (with Martin Hayden who did the delivery), Paper presented at Taking Public Universities Seriously: A Conference Sponsored by the University of Toronto, December 2004.
- Wood, F.Q. 2004, 'Beyond Brain Drain' Workshop', presentation as the official representative of the Australasian Research Management Society at the 10<sup>th</sup> Annual EARMA Conference – *Research Management and Administration in a Changing World*, Bucharest, June.
- Wood, F.Q. 2004, Attraction and retention of highly-skilled scientists, engineers and technologists, paper presented to the Australian Health and Medical Research Council Congress, Sydney, November.
- Wood, F.Q. 2004, Attraction of human capital, paper presented to the Australian Health and Medical Research Congress, Sydney, November.
- Harman, G. 2004, Leading and Managing in a University of the 21st Century, AVCC Senior Leadership Program, Bowral, March.

## 2005

- Harman, G. 2005, Academic Culture, Entrepreneurialism and University-Industry Research Links: Australian Academics Adjustment to a New Commercial Environment, paper presented to the 18th Annual CHER Conference Higher Education: The Cultural Dimension - Innovative Cultures, Norms and Values, University of Jyväskylä, Finland, September.

- Harman, K. 2005, Challenging Traditional Research Training Culture: Industry-oriented Doctoral Programs in Australian Cooperative Research Centres, paper presented to the 18th Annual CHER Conference Higher Education: The Cultural Dimension - Innovative Cultures, Norms and Values, University of Jyväskylä, Finland, September.
- Meek, V.L. 2005, Australian academic organisation: from public to market-driven higher education, paper presented to NIFU Seminar, Oslo, June.
- Meek, V.L. 2005, Cross-border higher education in Australia, paper presented to the UNESCO Regional Seminar on the Implications of WTO/GATS on Higher Education in Asia and the Pacific, Seoul, April.
- Meek, V.L. 2005, Performance Indicators for Assessing/Benchmarking Research Capacities in Universities, paper presented at the Global Universities Network for Innovation Asia-Pacific 2005 Conference, Kuala Lumpur, December.
- Wood, F.Q. 2005, Attraction & retention of skilled scientists, engineers & technologists: an Australian perspective, invited paper presented to the Colloquium on Researching Innovative Themes in Skilled Mobility, Leeds, May.
- Wood, F.Q. 2005, National capacity, competitiveness and scientific excellence, invited paper presented to Trends in the Management of Human Resources in Higher Education, Paris, August.

## **Other Conference/Meeting Participation**

### **2005**

- Fiona Wood attended the *2005 Prime Minister's Prize for Science*, held in Canberra at Parliament House on 4 October.
- Fiona Wood represented the CHEMP at a *Federation of Australian Scientific and Technological Societies (FASTS) Forum on Third Stream Funding* held in Canberra at the Academy of Science on 12 October.
- L. Goedegebuure & J. van der Lee, attended the Australian Consortium Symposium *What is a University?* 12-13 August 2005 held in Brisbane.
- G. & K. Harman, led a study tour of higher education administrators to California 6-11 May, focusing on research management, research commercialisation and technology, and science parks.

### **2004**

- G. & K. Harman, Led a 2 study tours to California from 23-28 may on the topics of 1. University governance, private higher education, university fund raising and educational innovations including e-learning; and 2. research commercialisation, technology licensing offices and management of intellectual property.
- G. & K. Harman, Led a study tour for university managers to Dublin, Glasgow and London, 27 August to 3 September.
- G. & K. Harman, Led a workshop on *Strategic Planning for Higher Education*, Regional Institute for Higher Education and Development in South East Asian Ministers of Education Organisation (SEAMEO-RHED), 21-22 August, Thailand.

- G. & K. Harman, Led a workshop sponsored by SEAMEO-RHED on Long Range Planning in Higher Education, 16-20 June, Pattaya.
- G. & K. Harman, participated in a conference on *Transition to Mass Higher Education System: International Comparison and Perspectives*, Isreal institute of Technology, Haifa, 4-6 December
- V.L. Meek & G. Harman, convened a workshop on *Key Changes and Issues Regarding Australian Higher Education Sector Reform*, University of Melbourne, October.
- V.L. Meek, attended a UNESCO, OECD and DEST conference on *Cross-border Higher Education* in Sydney, October.
- V.L. Meek, discussant at *UNESCO Forum on Higher Education, Research and Knowledge Colloquium on Research and Higher Education*, Paris, November.
- F.Q. Wood, "Attraction and Retention of Highly-Skilled Scientists, Engineers and Technologists" AHMRC Second Congress– Sydney Convention Centre - 25 November 2004, the session is entitled Research Management - Lobbying to Research Higher Grounds.
- F.Q. Wood, attended the Australasian Research Management Society (ARMS) annual conference, New Zealand, October.
- F.Q. Wood, Convened a high level workshop *Beyond Brain Drain: Mobility, Competitiveness & Scientific Excellence*, joint initiative of CHEMP and ARMS.
- F.Q. Wood, Principal non government overseas expert in the 2004 review of the US Department of Energy, Office of Energy Efficiency and Renewable Energy Peer Review Task Force chaired by Dr Ronald N. Kostoff (US Office of Naval Research).
- F.Q. Wood, represented the Australian Research Management Society (ARMS) and presented a poster session at the 10th Annual EARMA Conference "Research Management and Administration in a Changing World".

### 2003

- V.L. Meek, Australian University Quality Assurance, Auditor Meetings, Melbourne.
- V.L. Meek, Editors meeting, Porto, Portugal, February
- V.L. Meek, UNESCO Forum: Regional Scientific Committee for Asia and Pacific, Bangkok, February.
- V.L. Meek, UNESCO, OECD and DEST conference "Cross Boarder Higher Education" Wentworth Hotel in Sydney, October.
- F.Q. Wood, Invited Experts Meeting. University Research Management: Institutional Case Studies, Bonn.
- F.Q. Wood, Invited contribution to the US General Accounting Office regarding its inquiry into the efficacy of peer review processes of US Federal Agencies and ways in which the processes might be improved.
- F.Q. Wood, Keynote address to 9<sup>th</sup> Annual European Association of Research Managers and Administrators Conference, 13 June 2003, Faro, Portugal, "The Challenge of Managing Human Capital and Mobility" Plenary Session I.

## 2.4 Professional awards and memberships

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### Professor V. Lynn Meek

2003, Visiting Professor: Brown University, USA.

2004, Visiting Professor: Southern Cross University, Australia.

2005, Erasmus Mundus Fellowship: University of Oslo, Norway; University of Tampere, Finland; CIPES, Portugal.

2005, Visiting Professor, Summer School in Comparative Social Science Studies, University of Oslo, Norway.

- Member of Consortium of Higher Education Researchers (CHER).
- Member Editorial Advisory Board, *Issues in Higher Education*, Pergamon Press.
- Member of Editorial Advisory Group, *Higher Education Management*, OECD.
- Member of Australia and New Zealand History of Education Society.
- Member of European Association of Institutional Research (EAIR).
- Member of Australian Network of Higher Education Policy Research.
- Chair, Admissions Committee, University of New England.
- Deputy Chair of Academic Board, University of New England.
- Auditor, Australian Universities Quality Agency, 2001.
- Member of Editorial Board, Australian Universities Quality Agency.
- Invited Member of UNESCO Regional Scientific Committee for Asia & Pacific.

### Emeritus Professor Grant Harman

- Editor in Chief, *Higher Education*.
- Member of the Editorial Board, *Journal of Educational Administration*.
- Associate Editor, *The Journal of Tertiary Educational Administration*.
- Member, Editorial Board, *Journal of Higher Education Policy and Management*.
- Member, Editorial Board of the *South African Journal of Higher Education*.
- Member of Australian Network of Higher Education Policy Research.

### Professor Kay Harman

- Dean, Graduate Studies – half-time.
- Chair of the PDAL Research & Research Training Committee.
- Honorary Fellowship, Australian Council for Educational Leaders (NSW).
- Coordinator, Australian Network of Higher Education Policy Research.

### Associate Professor Leo Goedegebuure

- Editor for the SRHE/OUP book series on Management & Governance.
- Faculty representative on Academic Board.
- Member of Australian Network of Higher Education Policy Research.

### Dr Fiona Q. Wood

- Chair Australasian Research Management Society International Committee.
- Member of the Australasian Research Management Society Professional Development Committee.
- Member of Australian Network of Higher Education Policy Research.

## 2.5 Other activities

### Publicity

The Workshop report edited by Dr Fiona Wood, *Beyond Brain Drain – Mobility, Competitiveness and Scientific Excellence*, was launched in parliament house in September of 2004. The report was a feature article in the *Campus Review* Vol 14 No 36 and the Sydney Morning Herald 21.10.04.

### Seminars

Co-host seminar with the School of Professional Development and Leadership (University of New England), Enhancing University – TAFE Partnerships.

### Centre Visitors

#### 2005

- Ms Ragnfrid Lie and Ms Mari Elken from Oslo visited the Centre as part of the Erasmus Mundus program. These students are working towards an international Masters Degree in Higher Education, coordinated by the University of Oslo.
- Associate Professor Fulé Han, Visiting Scholar from Henan University, China, July 2005 to February 2006.
- Professor Gareth Parry, University of Sheffield, presented a seminar on The English Experiment, July.



Mari Elken & Ragnfrid Lie

#### 2004

- Chinese Delegation - senior management personnel from universities and the Academy of Arts, and senior officials from the Ministry of Education and private industry in the Peoples' Republic of China.
- Professor Gareth Parry, University of Sheffield, Keynote speaker at PD&L/CHEMP seminar on Enhancing University – TAFE Partnerships.



Prof. Gareth Parry

#### 2003

- Dr Leo Goedegebuure, Center for Higher Education Policy Studies (CHEPS), Universiteit Twente, Enschede, The Netherlands, March.
- Dr Harry de Boer, Center for Higher Education Policy Studies (CHEPS), Universiteit Twente, Enschede, The Netherlands, March.
- Professor Le Quang Minh, Rector of Can Tho University, Vietnam, March.
- Professor Keith Archer, Department of Political Science, University of Calgary, Canada, May.
- Professor Jonathan Jansen, Dean of the Faculty of Education, University of Pretoria, South Africa, July.
- 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 is currently being redesigned and updated, and 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. Planned Research Initiatives for 2006 Onwards

### 3.1 Research strategies concerning higher education, innovation, diversity and regional development

#### Rationale

Current Australian higher education policy as well as the expected policies in the years to come will fundamentally affect the environment in which universities operate. Given that it is a well-established fact in organisational studies that organizations need to adapt to such basic changes in their environment in order to survive, the question for the coming years is not so much if Australian universities are going to react, but how and what this means for the institutional fabric of the higher education system.

The policy levers that are (going to be) put in place, basically are crude. They either focus on fairly straightforward but simplistic teaching indicators and 'outcome' measures such as graduate destination and employment, or on rather one-dimensional research quality indicators, strongly tilted towards international A-level publications in a limited range of journals. Admittedly, this may change and become more sophisticated as the debate develops, but the overall drive and direction seems pretty clear and obvious.

Given the fact that substantial resources are tied to what appears to be rather simplistic and one-dimensional performance-based indicator schemes, it can be expected that universities in turn will respond both simplistically and very similarly. And obviously, similar organisational reaction to a common environmental stimulus could have profound consequences for diversity in the Australian higher education system. A working hypothesis is that diversity will decrease on the basis of a) reduced variety in the policy environment resulting in limited variety in institutional response strategies, and b) copying/imitation behaviour by universities implying convergence on a limited set of distinctive characteristics. Prior work undertaken by Goedegebuure, Huisman and Meek provides ample theoretical and empirical support for these assertions.

The constraints and 'deterministic' aspect of the changing policy environment raises fundamental questions for institutions that also are supposed to play a regional development role, that are supposed to cater for an increasingly wide range of students, that are supposed to be initiators of innovation, sites of stimulation for entrepreneurship, and key actors in the developing knowledge society *and* economy. These are not trite and trivial questions, but serious areas of concern when a higher education system is forcefully pushed in a particular direction. Therefore they warrant in-depth study.

#### Proposed Research Strategy

We propose a differentiated research strategy that allows us to maximise our chances for external funding whilst at the same time incorporating a number of key stakeholders, both from the side of academia and industry and government.

The initial focus will be on what generally is known as the third function of the university, variously referred to as the service function, community engagement or regional

development. Under this label, quite a number of rather distinct activities are lumped together. In particular we can distinguish between community service or community engagement and the university-industry-government or triple-helix dimensions. We propose to address both these dimensions through separate ARC-Linkage proposals.

#### ***Universities and Community Engagement***

For this project, CHEMP will work within the framework of the Australian Consortium – a group of loosely coupled social science researchers across Australia with an interest in the social dimension of higher education (policy). The group will attempt to replicate a recently finished Victorian research project on university-community engagement for the other Australian States and Territories. The Linkage application for this is almost completed, but will require locking-in the various State Higher Education Offices as Industry Partners.

#### ***Towards the Entrepreneurial University: University-Industry-Government Relationships within the Framework of Innovation***

The second proposed project line will be a CHEMP-initiated study on best practices for knowledge transfer, partnerships and the creation of an entrepreneurial and/or innovative regional industrial/commercial environment. The basic assumption underlying this project is that universities can play a pivotal role in stimulating economic growth and innovation and increasingly will be called upon to do so with the transformation from an industrial- to a knowledge-based economy. In particular, stimulating an entrepreneurial culture in graduates (incl. PhDs) and facilitating the creation of new businesses in combination with the university-SME nexus will be part of this project. An identification of best practices, and through this the different roles the key actors in this triple-helix arrangement can play, can help in furthering economic growth in regional areas, whereby clearly the concept of a region needs to be further developed.

The project will not be limited to the Australian context. Recently, a number of European projects in this area have been launched. The two most noticeable ones are the “regional impact of higher education institutions” project initiated by OECD’s IMHE-program and the “knowledge region” project initiated by the Magna Charta Observatory. The Australian best practices also will be compared to these OECD and European cases to yield further insights on applicable models and practices.

Domestic Industry Partners for an ARC Linkage application can be local Chambers of Commerce and local/regional/state offices for economic affairs/development. The research team is seeking advice on what groups/ agencies to approach as potential partners.

#### ***Maintaining Diversity and Strategic Advantage in a Context of Competition and Performance-based Funding: An International Comparative Study on the Strategic Positioning of Universities***

This overarching research project will be the subject for an ARC Discovery Project proposal for 2007 (submitted 2006). It will proceed in parallel with the two projects outlined above as they incorporate parts of the complex diversity typology that will need to be developed for this comparative research. By adopting a comparative approach, we will be able to incorporate the effects of longer established performance-based funding (PBF) contexts on the issue of institutional diversity. Obvious countries for comparison are the United Kingdom and a number of US States where PBF have been in effect for a number of years. Partner institutions will be ICHEM, University of Bath,

and IHES, University of Georgia, Athens, USA. Both are research groups with which we have collaborated in the past in projects on diversity.

## **Other Research Activities**

### ***The Changing Academic Profession: an international survey***

Meek is a member of an international planning committee set up to replicate the early 1990s international survey of the academic profession undertaken by the Carnegie Foundation. Two meetings have been held so far, one in Paris in December 2004 and the other in London in June 2005. The core countries are: Australia, USA, UK, Russia, the Netherlands, Germany, Norway, Japan and France. Others will be added, including China, India, Portugal and Finland. Umbrella funding is being sought from such agencies as the NSF, but each country is expected to also obtain funding for the administration of the questionnaire nationally. CHEMP will be approaching the AVCC, DEST and the ABS as possible funding partners for the Australian component of the study.

### ***The Transformation of higher education: a comparative study***

An ARC Discovery application has been submitted for this project. The project involves Partner Investigators in the USA, UK, Norway, the Netherlands and Portugal. Each partner investigator has been encouraged to use the proposal to seek local funding as well, and Portugal has been successful in this task. Funding from the lead Portuguese research council will allow for fieldwork interchanges between Australia, Portugal and the Netherlands over the next 3 years.

### ***Establishment of an International Network of Higher Education Policy Studies***

CHEMP at the moment is in an ideal position to consolidate and formalise its international research linkages. Professor Leo Goedegebuure has joined CHEMP from being the Executive Director of one of the world's leading higher education research centres: the Centre for Higher Education Policy Studies in the Netherlands. Meek has strengthened his ties with the European research network by spending nearly 3 months in Europe as an Erasmus Mundus Professorial Fellow. UNE has been successful in its application to be a partner institution under the Erasmus Mundus Action 3 program (see attached). We receive 5,000 Euros per annum to help facilitate student and scholar interchange between the European Masters Consortium and the University.

Research networks are increasingly attracting attention from governments and funding agencies. CHEMP hopes to form a network between itself, HEDDA (Higher Education Development Association, which is a European consortium of leading higher education research policy centres in Norway, Finland, the Netherlands, UK, Germany and Portugal), and other important higher education research concentrations in Australia, e.g the Centre for Higher Education at the University of Melbourne. To this end, CHEMP hopes to hold a workshop in early 2006 on how to advance this initiative. Professor Peter Maassen, the Director of HEDDA, will be invited to attend. We also wish to invite Professor Frans van Vught, former Rector of the University of Twente and presently an adviser to the EU on various higher education policy issues. These two individuals are in ideal positions to help us further our comparative research interests and lever funding from such bodies as the EU. We will seek external support for the workshop, although some centre funds will be committed as well.

### ***Internationalisation of Research***

This is a workshop to be held in August 2006 organised by the International Network of Research Management Societies and the Australian Research Managers Society. Dr Wood is on the executive planning committee.

## 4. 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 DEST/DETYA) that have allowed for recouping some cost of staff time and overheads. Also, in late 2004 CHEMP received a seeding grant from the Pro Vice Chancellor Research, and it is understood that another such grant will be allocated in late 2005.

In terms of its financial reserves, CHEMP commenced 2005 with an accumulated balance of \$41,916. In addition, the CHEMP Study Tours Account commenced 2005 with a balance of \$16,454 and the Higher Education Network Account commenced with a balance of \$10,227. CHEMP's financial operating activities are summarised in Appendix 1.

Expenditure and commitments with respect to the 2004 seed funding from the Pro Vice-Chancellor Research are summarised in Appendix 2. This money has only been used for activities (or planned activities) related to enhancing CHEMP's ability to obtain external research funding. The same will apply to the 2005 seed funding allocated by the Pro Vice-Chancellor Research.

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**Appendix 1 CHEMP Accumulated Accounts Summary**

(as at 31 October 2005)

**CHEMP Operating Activity**

Accumulated balance at 31.12.04	\$41,916.32
Expenditure	\$ 7,637.85
Current Accumulated Balance	\$34,278.47

**CHEMP Study Tours Account**

Accumulated balance at 31.12.04	\$16,454.97
Expenditure	\$ 4,211.82
Current Accumulated Balance	\$12,243.15

**Higher Education Network Account**

Accumulated balance at 31.12.04	\$10,227.67
Expenditure	\$ 0.00
Current Accumulated Balance	\$10,227.67

<b>Total current accumulated balance</b>	<b>\$56,749.29</b>
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## Appendix 2: Budget Expenditure and Commitments with regard to the 2004 Centre grant from the Pro Vice-Chancellor Research

Note: This money has only been used for activities (or planned activities) directly related to enhancing CHEMP's ability to obtain external research funding.

Activity	Allocation
<b>(actual)</b>	
Domestic Travel (including Australian Consortium Conference and ARC Linkage Planning Meeting, Brisbane)	\$3,030
Professional membership subscriptions	\$ 225
Postage	\$ 18
<b>(committed)</b>	
Changing Academic Profession	
Paris Meeting (December 2004)	\$ 500
London Meeting (June 2005)	\$ 500
Hiroshima Meeting (February 2006)	\$3,500
Questionnaire administration (2006)	\$4,000 *
International Network Workshop (January 2006)	\$4,227 *
Internationalisation of Research Workshop Participation in planning committee	\$2,000
Miscellaneous travel to consult industry partners with respect to linkage grant applications	\$2,000
Total	\$20,000

\*Substantial additional external funding will also be sought to support these tasks