

# CHEMP

# Annual Report

# 1999

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

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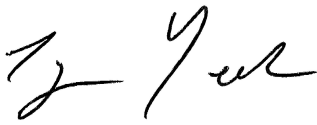
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## Foreword

This is the Centre for Higher Education Management and Policy's (CHEMP's) second Annual Report. This report reviews CHEMP's 1999 achievements in light of the five year research plan as first specified in the Centre's detailed inaugural report of 1997-1998. This report is more of a summary of achievements and activities than a review of long-term objectives and goals per se. A detailed re-examination of the Centre's five year research plan will take place in 2002.



V. Lynn Meek  
*Professor and Director*

March 2000

# 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. 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 exploration of appropriate management structures and practices to support higher education objectives. The Centre includes 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. Established 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 well established also. 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 Administration and Training 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.

The Advisory Board has 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.

## **2. Goals of the Centre and 1999 Achievements**

### **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 been devoting a good deal of time to establishment issues over the last two years, it is envisaged that the first cycle of research themes will run for more than five years, ie a thorough review of the present research themes and the identification of new ones will not be completed until the end of 2002.

Below is a summary assessment of the results achieved in 1999 with respect to each theme (Tables 2.1 - 2.6). This is followed by a more detailed outline of staffs' specific research projects and resulting publications, conference participation and other outcomes.

Table 2.1: *Theme I: Program evaluation and policy analysis*

<p><i>Five year goals and objectives</i></p>	<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>
<p><i>Achievements to date</i></p>	<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 on the establishment of an Australian Quality Assurance Framework was held in Canberra, December 9-10, 1999.</li> </ul>
<p><i>Activities to be pursued during 2000</i></p>	<ul style="list-style-type: none"> <li>• prepare and submit proposal for substantial external funding of Centre activities;</li> <li>• continue work on the elaboration of a theoretical and methodological framework for policy analysis;</li> <li>• progress work on new and continuing research projects;</li> <li>• pursue 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>• plan and convene a major national seminar on research management issues.</li> </ul>

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

<p><i>Five year goals and objectives</i></p>	<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>
<p><i>Achievements to date</i></p>	<ul style="list-style-type: none"> <li>• continuation of a 3 year ARC Large Grant on the changing culture of research in Australia;</li> <li>• participation in an IMHE sponsored project on research management, Paris, November 1999;</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 <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 21<sup>st</sup> Century</i>.</li> <li>• completion of an ARC Small Grant on the internal allocation of research funding within Australian Universities:</li> <li>• continuation of ARC Small Grant on Research Training and National R&amp;D policy:</li> <li>• a number of conference paper presentations.</li> </ul>

Table 2.2: (continued) *Impact of national science policy on higher education research*

<p><i>Activities to be pursued during 2000</i></p>	<ul style="list-style-type: none"> <li>• commence an ARC Small Grant on comparative study of changes in the policy orientation of research funding agencies;</li> <li>• progress work on the present ARC Large Grant on the changing culture of research in Australia;</li> <li>• pursue external funding for medium to long-term research on scientific innovation and technological transfer in Australian higher education.</li> <li>• participate in IMHE sponsored workshop on research management, Paris, June 2000.</li> </ul>
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Table 2.3: *Theme III: Impact of market and non-market forces on higher education*

<p><i>Five year goals and objectives</i></p>	<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>
<p><i>Achievements to date</i></p>	<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 <i>Higher Education Policy</i> on the marketisation of Australian higher education;</li> <li>• initiation of 3 year 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> </ul>
<p><i>Activities to be pursued during 2000</i></p>	<ul style="list-style-type: none"> <li>• continuation of 3 year ARC Large Grant on the market steering of higher education;</li> <li>• submission of ARC Large Grant Proposal on global networks in higher education;</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*

<p><i>Five year goals and objectives</i></p>	<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>
<p><i>Achievements to date</i></p>	<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 <i>Higher Education Policy</i> on managing university diversity;</li> </ul>
<p><i>Activities to be pursued during 2000</i></p>	<ul style="list-style-type: none"> <li>• pursue external research funding for large scale project on analysis of the financial management of Australian higher education at system level;</li> <li>• prepare report for CHEPS regarding management of higher education in South Africa;</li> <li>• prepare and submit SPIRT grant jointly with higher education offices in Queensland, NSW and Victoria regarding project on evolving role of state governments in the steering of Australian higher education;</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*

<p><i>Five year goals and objectives</i></p>	<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>
<p><i>Achievements to date</i></p>	<ul style="list-style-type: none"> <li>• completion of 3 year 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 <i>Higher Education Policy</i> and a book to be published by Pergamon press on the stakeholder society in higher education;</li> <li>• prepare and submit an ARC Large Grant proposal on comparative study of the receptor function in policy research;</li> </ul>
<p><i>Activities to be pursued during 2000</i></p>	<ul style="list-style-type: none"> <li>• publication of results from above ARC Large Grant;</li> <li>• convenor of international seminar on the comparative study of the stakeholder society in higher education, Centre for the study of higher education, University of Porto, Portugal;</li> <li>• complete editing and publish the journal <i>Higher Education Policy</i> and the Pergamon Press Book on diversity and differentiation in higher education;</li> <li>• commence an ARC Small Grant project on comparative study of the receptor function in policy research;</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*

<p><i>Five year goals and objectives</i></p>	<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>
<p><i>Achievements to date</i></p>	<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>• Coordination of major seminar and conference for The Australian Network for Higher Education Policy Research</li> </ul>
<p><i>Activities to be pursued during 2000</i></p>	<ul style="list-style-type: none"> <li>• DETYA national invitation program symposium on alternative pathways to University entrance;</li> <li>• complete a DETYA EIP project on refinement and extension to TAFE of UNE schools recommendation admission scheme;</li> <li>• publication of the results of the UNE student retention rate study;</li> <li>• Publication of EIP report on quality assurance</li> </ul>

## 2.2 Research projects and publications for 1999

### Lynn Meek

#### Publications

- Huisman, J and Meek, V. L., 1999, "New Study Programmes at Universities: Strategic Adaptation versus Institutional Adjustment", in *From the Eye of the Storm: Higher Education's Changing Institution*, eds B. Jongbloed, P. Maassen and G. Neave, Kluwer Academic Publishers, 121-140.
- Meek, V. L., 1999, "The Australian Model of University Planning" in *Universitat: Estratègies per avançar, Universitat Politècnica de Catalunya*, Barcelona, 309-330.
- Meek, V. L., 2000, "Diversity and Marketisation of Higher Education: Incompatible Concepts?", *Higher Education Policy*, 13(1), 2000: 23-39.
- Meek, V. L., 2000, 'Australian Public Sector Reform', in *Public Sector Reform: An International Perspective*, ed. B. Nolan, Macmillan, forthcoming, approximately 20 pages.
- Meek, V. L., Huisman, J., and Goedegebuure, L., 2000, "Understanding diversity and differentiation in higher education: an overview", *Higher Education Policy*, 13(1), 1-6.
- Meek, V. L., Huisman, J. and Goedegebuure, L., 2000, "Diversity: Market Competition or Government Intervention?", Special issue of *Higher Education Policy*, 13(1), approximately 120 pp.
- Harman, G. and Meek, V. L., in press, *Quality Assurance and Accreditation in Higher Education*, Canberra, AGPS, approximately 100 pp.

#### Research Grants

- Meek, V. L. and Goedegebuure, L., 1999, ARC Large Grant, **\$56,000**, Government Policy, Market Competition and the Differentiation of Higher Education in Comparative Perspective.
- Meek, V. L. and Harman, G., 1999, DETYA Innovation Grant, **\$10,000**, Quality Assurance and Accreditation in Higher Education: a Report for the Department of Education, Training and Youth.
- Meek, V. L. and Kleeman, J., 1999, DETYA Innovation Grant, **\$92,000**, Extension of the Schools Recommendation Admission Scheme to TAFE.

- Meek, V. L., 1999, ARC Large Grant, **\$43,000**, Market Steering of Higher Education (2000 - **\$46,000**).
- Meek, V. L., 1999, ARC Small Grant, **\$12,000**, Research Funding Agencies, Government Policy Imperatives and Research Community Predilections – A Comparative Study of Changing Roles and Expectations.
- Meek, V. L., 1999, DETYA Innovation grant, **\$40,000**, National Seminar on Quality Assurance and Accreditation in Australian Higher Education.

# Grant Harman

## Publications in 1999

- Harman, G., 1999, "Politics of Education" in *Australian Education: Review of Research 1965-1998*, eds J. P. Keeves and K. Marjoribanks, ACER Press of the Academy of Social Sciences in Australia, Melbourne, 31-57.
- Harman, G., 1999, "Science and Technology Academics and University-Industry Research Links in Australian Universities", *Higher Education*, 38(1), 83-103.
- Harman, G., 1999, "Setting Public Funding Priorities for 'Learning for Life': Recommendations of the Australian Review of Higher Education Financing and Policy", *Higher Education Management*, 11(3), (e).
- Harman, G., 1999, "Vouchers or 'Student Centred Funding': the 1996-1998 Australian Review of Higher Education Financing and Policy", *Higher Education Policy*, 12, 1999, 219-235.

## Material Accepted for Publication

- Harman, G., in press, "Research on Tertiary Education in Australia", in *The Institutional Basis of Higher Education Research: Experiences and Perspectives*, eds U. Teichler and S. Schwarz, Center for Research on Education and Work, Universitat Gesamthochschule, Kassel.
- Harman, G., in press, "Academic Work and Values in Australian Higher Education, 1977 to 1997", in *Studies of Academics*, ed. M. Tight, FAI Publications, London.
- Harman, G., in press, "Impact of the New Public Management on Higher Education Reform in Australia", in *Public Sector Reform: An International Perspective*, ed. B. Nolan, Macmillan, London.
- Harman, G. and Meek, V. L., in press, *Quality Assurance and Accreditation in Higher Education*, EIP Report, Canberra, AGPS, approximately 100 pp.

## Research Grants

- Harman, G. and Harman, K., 1999, ARC Large Grant, **\$40,660**, University -Industry Links and the Changing Research Culture of Australian Universities.
- Harman, G., 1999, ARC Small Grant, **\$10,000**, Research Training and National Research and Development Policy.

Meek, V. L. and Harman, G., 1999, DETYA Innovation Grant, \$10,000, Quality Assurance and Accreditation in Higher Education: a Report for the Department of Education, Training and Youth.

Harman, G., 2000, ARC Small Grant, \$6000, The Receptor Function in Policy Research.

### **Conference Presentations**

Harman, G., 1999, "Allocating Block Research Grants in Comprehensive University Systems", Paper presented at the annual conference of the Consortium of Higher Education Researchers, Oslo, 16-19 June.

Harman, G., 1999, "Regional Universities in Australia", paper presented at special conference at Volda College, Norway, 22 June.

Harman, G., 1999, "Mergers in Australian Higher Education", paper presented at National Conference on Cooperation in Higher Education organised by the Centre for Higher Education Transformation, Fysh River Sun, South Africa, 19-21 September.

Harman, G., 1999, "Collaboration, Cooperation and Enhancing Higher Education Provision", paper presented at conference on cooperation in higher education organised by the Office of the Premier, Province of Mpumalanga, South Africa, 30 September - 1 October.

Harman, G., 1999, "Quality Assurance and Accreditation", paper presented at National Conference on Quality Assurance Organised by DETYA, Canberra, 3 December,

Harman, G., 1999, "Review of Quality Assurance and Accreditation", paper presented to annual meeting of the Australian Higher Education Policy and Management Network, Canberra, 10 December.

### **Other**

February - March 1999 Grant and Kay Harman led a study tour group of 16 higher education administrators on visits of institutions and government agencies in California

# Kay Harman

## Publications

*Submitted for review:*

Harman, K., "Industry-Driven Research Centres: Managing Transformed Research Boundaries in Australian Universities", *Higher Education Management and Policy*.

Harman, K., "Merging Divergent Institutional Cultures: Lessons from Australia and New Zealand Higher Education", *South African Journal of Higher Education*.

Harman, K., "Priority Setting and Resource Allocation in Australian Medical Research: Muddling with some skill", *Research Policy*.

Harman, K., "The Problem of Priorities in Australian Biomedical Research: Science push versus demand-pull?", *Prometheus*.

Harman, K., "Steering by Review: The Case of Researcher-Industry Collaboration in Australian Universities", *Higher Education*.

*In preparation:*

Harman, K. and Ling, L., *Australian Education, A Sociological Perspective*, fourth edition, Prentice-Hall, Sydney.

## Research Grants

Harman, G. and Harman, K., 1999, ARC Large Grant, **\$40,660**, University -Industry Links and the Changing Research Culture of Australian Universities.

## Conference Presentations

K. Harman, 1999, "Merging Separate Campus Cultures into a Coherent Educational Community: Challenges for Managers", *Utfordringar for høgare utdanning i regionalt perspektiv* ('Challenges for higher education in regional perspective'), invited seminar presentation at Volda College, Norway, 22 June.

K. Harman, 1999, "Merging Divergent Institutional Cultures: Challenges for Higher Education Managers", paper prepared for the National Conference on Cooperation in Higher Education, co-sponsored by the South African Centre for Higher Education Transformation and the Human Sciences Research Council, Port Elizabeth, South Africa, September 19-21.

**Other**

Directory, *Australian Network for Higher Education Policy Research*, Centre for Higher Education Management and Policy, University of New England, Armidale. (Website: <http://fehps.une.edu.au/X/ANHER/anher.html>)

# David Teather

## Publications

### *Books:*

Teather, D. C. B. and Yee, H. S. (eds), 1999, *China in Transition: Issues and Policies*, Macmillan Press, London and St Martin's Press, New York, pp xxvii + 260.

Teather, D. C. B. (ed.), 1999, *Higher Education in a Post-Binary Era: National Reforms and Institutional Responses*, Higher Education Policy Series 38, Jessica Kingsley Publishers, London and Philadelphia, pp 274.

Teather, D. C. B. (ed), in preparation, *International Networking Alliances and Consortia of Universities: Responses to Globalisation in Higher Education*, Melbourne, Melbourne University Press.

### *Book Chapters:*

Teather, D. C. B., 1999, "The Global Context and the Higher Education Reforms", in *Higher Education in a Post-Binary Era: National Reforms and Institutional Responses*, ed. D. C. B. Teather, Higher Education Policy Series 38, Jessica Kingsley Publishers, London and Philadelphia, pp 1- 22.

Teather, D. C. B., 1999, "Prospects for the Future of Higher Education", in *Higher Education in a Post-Binary Era: National Reforms and Institutional Responses*, ed. D. C. B. Teather, Higher Education Policy Series 38, Jessica Kingsley Publishers, London and Philadelphia, pp 231-250.

Teather, D. C. B., Tsang, H. H. and Chan, W. Y. Y., 1999, "The Hong Kong Seven: Changing Context and Regional Roles of the Seven Universities in Hong Kong", in *Universities and Regional Engagement*, ed. Z. Klich, Lismore, Southern Cross University Press, pp. 231-263.

### *Papers in Refereed Journal:*

Teather, E. K. and Teather, D. C. B., 1999, "Service to the Country? Ambivalences and Ambiguities in the Social and Cultural Dimensions of Australia's First Regional University", *Rural Society*, 9 (2), 473-490.

### *Other:*

Fung, A. C. W.; Teather, D. C. B. et al, 1999, *Review of Public Examination System in Hong Kong: Final Report*, Hong Kong, Hong Kong Examinations Authority, Vol.1, 300pp; Vol.2, pp 100.

## **Editorial**

David Teather is currently a member of the editorial boards of the following journals:

- Asia Pacific Journal of Human Resources, Sydney, Australia.
- Higher Education Abstracts (Previously College Student Personnel Abstracts), Claremont, CA, U.S.A.
- Journal of Educational Media (Previously Journal of Educational Television), Oxford, U.K.

## **Conference Presentations**

Teather, D. C. B., 1999, International Workshop on Academic Consortia organised by David C. Lam Institute for East-West Studies, Hong Kong Baptist University, in co-operation with OECD Programme on Institutional Management in Higher Education. I served as one of the five panelists on the final morning session of this conference.)

## **Consultancy**

Teather, D. C. B., 1998, Chair of Professional Team: Review of Public Examination System in Hong Kong. Commissioned by the Hong Kong Examinations Authority (after international competition with key universities in UK and USA). Contract value approx AUD600,000.

*Output:* Final Report of Review of Public Examination System in Hong Kong, 2 vols, 400pp. Published in March 1999 by HKEA and distributed to every secondary school in HK, and to other interested parties.

# Fiona Wood

## **Publications**

### *Books:*

Wood, F. and Boardman, K. N., 1999, *International Networks and the Competitiveness of Australia's Science and Technology*. Australian Academy of Science, Canberra, 157pp.

### *Book Chapters:*

Wessely, S. and Wood, F., 1999, Peer Review of Grant Applications, in *Peer Review in Health Care*, eds. F. Godlee and T. Jefferson, British Medical Association Publications, pp. 14-31.

## **Conference Participation**

Wood, F., 1999, "The Imperatives of International Scientific Networks: An Australian Perspective", paper presented to the American Evaluation Association Annual Meeting, Orlando, Florida, USA, 3-6 November. (Support of \$1000 awarded by the University's International Conference Travel Grants Scheme).

## **Workshop Participation**

Wood, F., 1999, Fully subsidised participation in NHMRC invitation only Research Outcomes Workshop, Old Parliament House, Canberra 16 - 17 November.

## **Projects with Centre Director**

- UNE Consultation Structures and Procedures Survey 1999
- UNE Student Intention and Progression Survey Stage 2 1999

## **2.3 Other activities**

### *Centre Visitors*

Professor Frans van Vught, Rector Magnificus, University of Twente, the Netherlands.

Dr Leo Goedegebuure, Executive Director, Centre for Higher Education Policy Studies,  
University of Twente, the Netherlands.

Professor David Woodhouse, Academic Audit Unit, New Zealand.

Dr Gareth Parry, Department of Education Studies, University of Surrey, Guildfield,  
England.

### *CHEMP Web Page*

The Centre's web page provides comprehensive information about CHEMP's objectives, its staff and its activities. Since July 1999 this site has been accessed over 3500 times.

### *DETYA profiles visit*

The Faculty was assigned two display spaces in the foyer of Hawkins Homestead to display the research of staff for the DETYA Profiles visit on 1 September 1999. CHEMP constructed and displayed a poster outlining our objectives, research activity, recent publications and membership.

### 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 and, up to the end of 1998, an annual support grant of \$10,000 for non-salary expenditures. Due to financial stringency, the annual support grant was discontinued in 1999. 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 Administration and Training (SAT) or employed under various external research grants. While members have been quite successful in attracting external research funding - almost \$1 million since the Centre was established - 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.

Table 3.1 below, briefly summarises the Centre's financial position for 1999. Table 3.2 outlines the projected income for 2000.

Table 3.1 *Financial summary for 1999*

Opening balance for 1999		\$41,212.55	
<b>Income</b>			
	<i>Staff Consultancy Structures Survey (UNE)</i>	\$4,700.96	
	<i>EIP Quality Assurance Project</i>	\$7,566.80	
	<i>Student Intention and Progression Survey (UNE)</i>	\$19,977.20	
	<i>Reimbursements</i>	\$1,352.00	
	<i>Sales</i>	\$500.00	
<b>Expenditure</b>			
	<i>Equipment</i>		\$8,304.13
	<i>Travel</i>		\$11,450.47
	<i>Other</i>		\$3,789.19
Closing balance for 1999		\$48,727.34	

Table 3.2 *Projected financial reserves for 2000*

Opening balance for 2000		\$48,727	
	<i>2000 Project Income (actual)</i>	\$12,700	
	<i>2000 Project Income (estimated)</i>	\$20,000	
	<i>2000 Project Expenditure – Salaries (estimated)</i>		\$20,000
	<i>2000 Project Expenditure – Equipment, travel, overheads, etc.</i>		\$10,000
Accumulated Balance at end of 2000		\$51,427	

## 4. Centre Staff

### 4.1 Staff profiles



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Lynn Meek is Director of the Centre for Higher Education Management and Policy, and Professor with the School of Administration and Training, at the University of New England. His research interests include: sociology/anthropology of higher education; governance, funding, management and diversity of higher education; complex organisations; and social theory and method. Professor Meek is also a member of the Consortium of Higher Education Researchers; a member of the Editorial Advisory Board for Issues in Higher Education, a member of the Australia and New Zealand History of Education Society; a regular reviewer of Australian Research Council Large Grants proposals; and has been Guest Editor of special issues of: *Higher Education Policy* (1998), *Higher Education* (1994), and *Australian Universities Review* (1995).



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Grant Harman is Professor of Educational Management at the University of New England. His research interests include: education policy and policy research; organisation and coordination of education systems; and governance of higher education institutions. Professor Harman is a coordinating editor of *Higher Education*; and a member of the editorial board of the *Journal of Educational Administration*; and the *Journal of Higher Education Policy and Management*.



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Originating from a social science background, Kay Harman is a Senior Lecturer in the School of Administration and Training. Her teaching responsibilities lie chiefly in coordinating masters level research units and a unit covering tertiary education management. Her research interests span the area of sociology of higher education and research policy. Of specific interest are academic culture, the impact of market forces on academic work and values, university-researcher links and changing research culture in Australian universities. She has funding from the Australian Research Council to support this research. In addition, Kay won a special ARC grant to establish the Australian Network for Higher Education Policy Research. She is the national coordinator of this Network. She is a member of the Australian Association for Research in Education; the European Association for the Study of Science and Technology; the Consortium of Higher Education Researchers; the Society for Research into Higher Education; and the European Association for Institutional Research



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David Teather is Professor with the School of Administration and Training at the University of New England. His research interests include: comparative higher education; organization and management of higher education institutions; evolution of higher education institutions and systems; sociology of the academic profession; staff development; internationalisation of higher education; and international education. In addition, Professor Teather is: a Fellow of the Australian Institute of Management; a Fellow of the Institute of Chartered Secretaries and Administrators; a Life Member of the Commonwealth Council for Educational Administration, a Member of Humanities, Social Sciences and Business Studies Panel, Hong Kong Research Grants Council; Member of Teaching and Learning Quality Process Review Panel and Committee Member of Teaching Development Sub-Committee, Hong Kong University Grants; Member of Council Hong Kong Open Learning Institute (now Open University of Hong Kong); and a Member of Council, Hong Kong Baptist University.



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Elaine Treadgold holds the position of Junior Research Fellow within the Centre. In this capacity she assists other Centre staff with a variety of externally funded research projects. Elaine's background is principally in the field of economics and she has a Bachelor of Economics from the University of Queensland. Elaine's research interests include university-industry linkages and research funding councils.



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Fiona Wood is a Research Fellow at the Centre for Higher Education Management and Policy at the University of New England. Her research interests include: science and technology policy; the role and functioning of national research funding agencies/councils; peer review; evaluation of research performance; and the governance, management, funding and diversity of higher education systems. Dr Wood is also a member of: the European Association for the Study of Science and Technology; the Society for Social Studies of Science (USA); The American Evaluation Association; the Consortium of Higher Education Researchers (Netherlands); and the Australian Network for Higher Education Policy Research. In addition Fiona has reviewed manuscripts for *Higher Education* and the *British Medical Journal*. Consultancies performed by Dr Wood include those for the ARC (on peer review) and the Australian Academy of Science (on international scientific linkages).



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Maureen Heap is the Research Project Officer with the Centre. Maureen's responsibilities include: assistance with the preparation of grant applications; the setting up of research projects, including survey design and data input; assistance with sponsored conferences, seminars and meetings; management of the Centre's computerised/electronic office; including the maintenance of web pages and organisational duties associated with the IMHE Australasian Correspondent Centre and The Australian Network for Higher Education Policy Research.