
Dobrodošli!

UNAPRORI visit CHEGG, 13 September 2016



Programme & practical issues

9:30	Welcome and introduction(s)	all
10:00	General introduction to CHEGG's work	Jeroen Huisman
10:15	Governance and management in higher education	Marco Seeber
11:00	Coffee break	all
11:15	Middle management in higher education	Meta Gorup
12:00	Structural reforms in higher education	Jelena Brankovic
12:45	Lunch	all
13:45	Image, identity and legitimation of higher education institutions	Jelle Mampaey
14:15	Meet and greet with Academic Director Internationalisation Prof. Guido van Huylbroeck	
14:45	Sustaining a quality culture in higher education	Lisa Brockerhoff
15:30	Reflection on study programmes for HE governance/man Institutional research and wrap-up	Jeroen Huisman
16:15	Close	all



CHEGG

Centre for Higher Education Governance Ghent

The Centre for Higher Education Governance Ghent (CHEGG) is a research centre established with the aim to contribute to the scholarly understanding of governance in higher education. CHEGG focuses on macro (system) and meso (institutional) levels to governance, while striving to maintain a dynamic dialogue between the field of higher education and those of (organizational) sociology, political sciences, public administration and business administration.



Research programme

Governance of higher education systems

"... how key higher education policy actors develop governance architectures and specific policies and instruments in an increasingly dynamic policy environment ..."

Institutional governance

"... we try to gain insight in the (strategic) choices made by these institutions to survive, gain legitimacy and position themselves ..."



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Staff

PhD students: Jelena Brankovic, Lisa Brockerhoff, Freek Van Deynze, Meta Gorup & Melissa Laufer

Postdoctoral researchers: Julie Birkholz (maternity leave), Jelle Mampaey, Marco Seeber & Martina Vukasovic

External PhD students: Adinda van Gaalen, Queenie Lam, Eliana Minelli & Lina Zenkiene

Research projects

- **Small(er) projects** fitting the research programme
- **PhD projects**
- **Commissioned research:** Education Council, the Netherlands; DG Education and Culture, European Commission; national ministries; Norwegian Agency for Quality Assurance in Education (NOKUT).



Institutional Research

... Collecting and analysing data ... planning ... decision-making ... evidence-based ...

“... the sum of all activities directed at empirically describing the full spectrum of functions at a college or university, which are used for the purposes of institutional planning, policy development, and decision making” (Saupe, 1990, p. 1).

IR as activity

IR as purposes (Volkwein, 2008)

IR as intelligence (Terenzini, 2013)

Institutional Research

From US to Europe ...

Why: increased institutional autonomy, increased accountability, corporatisation, strategic actorhood, IR as equivalent to Business Intelligence

How:

Terenzini's intelligences: technical and analytical; issues intelligence; contextual intelligence

Volkwein: information analyst, policy analyst, spin doctor, scholar/researcher



Institutional Research

Central and Eastern Europe ...

Klemencic et al. (2015): QA, funding and reporting requirements as drivers for interest in IR

Challenges:

Faculty structure (devolved)

Where to locate your IR office

At which stage of the policy process should IR play a role

Data access, reliability, etc.

Speaking truth to power



Study programmes

Preliminary reflections:

- Knowledge, skills, attitudes ...?
- Off-site versus in-house, on-the-job
- Degree programmes, courses, workshops, seminars
- Related: general versus tailor-made
- Composition student body: diverse versus homogeneous
- Generic knowledge/skills or specifically HE
- Match/mismatch supply and demand



Study programmes

Maassen and Pausits (2012):

Needs: yes, but not enough is done

For leaders: institutional strategic management, research strategy development, innovation strategy development, HR, institutionalisation, quality ...

For managers: education admin, research admin, marketisation, financial affairs, fundraising ...

Challenges: time, funding, resistance, interest

Study programmes: focus & expertise

Table 2. Primary focus and expertise areas of higher education academic program, by percentage

Primary focus and expertise areas	United States	All countries, Excluding the United States
Administration, Management, or Leadership	99.5	75.0
Student Affairs or Student Development	67.7	14.5
Access and Equity	24.5	17.1
Curriculum & Instruction or Teaching & Learning	24.5	40.8
Comparative or International Studies	24.0	44.7
Academic Profession	20.8	30.3
Globalization or Internationalization	20.3	30.3
Student Identity, Diversity, or Multiculturalism (e.g., gender, race, minority groups)	18.8	5.3
Community College, Vocational, or Technical Education	18.2	5.3
Economics, Financing, or Funding of Higher Education	18.2	31.6
Law or Public Policy	17.2	13.2
Quality Assurance, Assessment, or Accreditation	13.0	25.0
History of Higher Education	11.5	13.2
Qualitative Research Methods	10.4	6.6
Quantitative Research Methods	5.7	5.3
Private Higher Education and Privatization	4.2	6.6
Student and Scholar Mobility	2.6	3.9

Study programmes

Sources:

Maassen and Pausits (2012), MODERN project

Pellert and Pausits (2009), paper in *Higher Education in Europe*

Rumbley et al. (2014), Worldwide inventory ...

Thank you!

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