

Is the Post-secondary Education System Over-Managed or Under-Managed?

Overview

The objective of this question scan was to determine the nature of literature devoted to the management of post-secondary education systems. Specific interest was paid to articles examining the relationship of external agents such as provincial, state and federal governing boards to management at post-secondary institutions. An initial search employing a broad range of search terms in four appropriate databases yielded 303 articles potentially relevant to the stated questions. Subsequent examination of article abstracts reduced the number to 151.

Observations

Quantitative 15 Articles- Included under this heading is any scholarly literature that collects statistical evidence to support its reasoning. These articles include experimental and large-scale descriptive studies such as surveys and questionnaires. The most common method used to determine effective levels of management was large-scale surveys. Many articles focused on faculty and staff reactions to increases in accountability measures imposed by external sources of control such as state and provincial governments. In *Change and Diversity in the Work Patterns of Australian Academics* (McInnis, 1996) the author analyzes data from a survey of college faculty and finds the implementation of accountability measures entail an unwanted increase in time spent on activities unrelated to teaching and research. The accountability measures examined in these articles echo those associated with business environments, and are seen as part of the current trend in the post secondary education sector to operate in a corporate manner.

Qualitative 47 Articles- Included under this heading are descriptive case studies, narratives and interviews published in academic journals. Theoretical models, critiques and evaluations of the use of efficiency indicators may also be included. Articles of this variety tended to focus on the outcomes of the movement toward accountability in post-secondary education. In *Tenure and Academic Excellence* (Carroll, 2000) the author examines the rise of the accountability movement and with it a more managed university which she asserts undermines educational quality by eroding faculty autonomy and driving away talented faculty. Similar concerns are expressed in other articles, for example *The Future Dynamics of Quality Assurance: Promises and Pitfalls* (Gaither, 1998). Some case studies of institutions and educational systems that underwent significant changes in governance provide a more nuanced account of management's role. For example, in *Culture and Fashion in Reform Implementation: Perceptions and Adaptation of Management Reforms in Higher Education* (Stensaker, 1998), the author examines how two government-initiated reforms were perceived by department heads and faculty at Norwegian colleges and universities. While personnel perceived many reforms as unnecessary and having only symbolic effect (quality assessment, for example) the evaluation of research output was viewed as valid and received strong support despite the increase in non-teaching and research activity.

While the debate concerning the appropriate level of management continues in most industrialized nations, many developing countries face issues of establishing and resourcing management structures and post-secondary institutions. For example in *Training for Planning and Management: Improved Management Systems in Higher Education in Developing Countries* (Lillis, 1990) the author describes post-secondary institutions threatened by narrowing management capacity and capability due to the continued dwindling of already scarce resources. See also *The Culture of Governance in South African Public Higher Education* (Hall et al, 2004) and *Reflections on the Multiplicity of Functional Goals for Chinese Universities and the Challenges for University Management* (Chen, 2003)

Editorials 23 Articles- These are position or opinion papers advocating for certain principles or practices in the management of post-secondary education institutions. The authors who believe there is too much management argue accountability measures appease those caught in the frenzy of the current regulatory climate but do little to determine needs or find solutions. For example in *Professional Development and Quality in Higher Education Institutions of the 21st Century* (Marshall, 1998) the author asserts that management has been effective in gathering, monitoring and reporting on what is considered quality, but has done little in the way of actual improvements. Other concerns include lack of faculty autonomy, for example, *Tensions and Tendencies in the Management of Quality and Autonomy in Australian* (Moses, 1995) and a belief that governing bodies hold post-secondary institutions accountable while lacking clarity of purpose and accountability themselves; see for example, *Let's Not Grind the Works to a Halt* (Miller, 1998).

Other authors conversely argue that there is insufficient management of post-secondary institutions. In their opinion this has led to a system in which faculty are not held accountable. In the worst instances this lack of accountability has corrupted the tenure and peer-review system, for example *The Sounds of Silence: Life in the Postmodern University* (Bullough, 2000).

Reviews 12 Articles- Included under this heading are articles that trace the development of the current state of management activity. These documents helpfully contextualise how and why current management practices came to be. Some reviews examine why post-secondary institutions have experienced an increase in compulsory external control measures. For example, in *'Surfacing' the Micropolitics As a Potential Management Change Frame in Higher Education* (Milliken, 2001) the author examines how government driven policies have created an environment in which increased emphasis is placed on accountability and efficient expenditure of public funds.

Reports 50 Articles- These are reports and documents found in trade or academic journals. In sum, the reports indicate that too much control exists in the British and other European systems. For example, in *Too Many Eyes Rake over Colleges* (Nash, 2004) the author reports on a study which finds that awarding bodies have too much power to scrutinize the work of colleges; Nash calls for a reduction in the "scrutiny" of colleges by the numerous government sponsored inspection agencies. Other reports describe similar

problems in Germany and France for example, *French Wrestle with Vast Bureaucracy* (Marshall, 2002). While most reports appear to indicate too much bureaucracy exists in post-secondary education institutions, others argue that increased management promotes efficiency. Both *Ontario Task Force takes Aim on Accountability* (1991) and *Report Calls for Strong State Coordination of Public Colleges* (Healy, 1997) are examples of the latter.

Grey Literature: 4 Articles- Grey literature may subsume any of the above four genres. Documents include reports made available on the internet in PDF file format. Articles of this nature are scarce and tend to value institutional autonomy over external accountability; see, for example *A Study in Top-down Mismanagement* (Quigley, 2003) from the Canadian Association of University Teachers Bulletin. The articles included tended to be editorial in nature, generally reinforcing the opinions endorsed by the organisation for which they are written.

Summary

Scarce research provides meaningful or relevant information on the causes and effects of either under or over management in the post-secondary education sector. The debate more broadly conceived is the reception and implementation of the accountability measures within these institutions. While anecdotal examples of too much or too little management abound, they are of little service to a systematic empirical examination. A review of institution and government reports might provide glimpses of management levels and practices. But, currently little to no research appears to determine what constitutes the optimal level of management.

Appendix A: Included References

References - Canada

Accountability through the Accreditation of Universities and Colleges. (1996). *CAUT Bulletin*, 43(5), 14.

Performance Indicators: Accountability or Bean Counting? (1996). *Forum - Ontario Confederation of University Faculty Associations*, 11(3), 1.

Accountability Report Released (from an Ontario Ministry of Education & Training task force). (1993). *University Affairs*, 34(8), 25.

Ontario Task Force Takes Aim on Accountability. (1991). *University Affairs*, 32(9), 13.

Axelrod, Paul, Bruneau, William, & Savage, C. D. (2004). The University and the Double Cohort [Values in Conflict: the University, the Marketplace, and the Trials of a Liberal Education] [Counting out the Scholars: the Case Against Performance Indicators in Higher Education]. *Education Today*, 16(1), 7.

Values in Conflict attacks the "narrowly focused...training programs so cherished by concept challenged and culturally blinkered policy makers" by profiling a range of CEOs who extol arts and social science graduates for their problem-solving and critical thinking abilities. By reviewing unemployment figures he shows just how well such graduates do in the labour market, especially in the longer term, compared with those who have opted for the short-term lifespan of commercially driven technical knowledge. But first and foremost Axelrod blames our blinkered federal and provincial policy ideologues who have abandoned the unique "delicate balance," designed in the 1970s, between public and private support and academic autonomy for the common educational good of Canada. He delves into the impact of globalism and its institutions, the concept of "academic capitalism" and the negative consequences of its offspring "performance indicators," and, finally, he raises the spectre of private universities. Bruneau and Savage, like Axelrod, begin with a historical review, examining performance indicators in the 20th century. They subdivide that period into five phases. The first four spanned from World War I to the 1980s; the fifth is the 1990s, when PIs were everywhere. The "nosy accountants" really asserted themselves with Frederick Taylor's writings on the cult of efficiency, published in 1911, and the curriculum theorist Ralph Tyler's application of PIs to education in the late 1940s. As late as the 1950s, departments of education, including Ontario's, actually recorded every teacher's name and the enrolments of boys and girls in every classroom in annual reports. The 1970s and 1980s saw business management fads applied in public education: zero-based budgets, management by objectives, strategic planning, benchmarking, Total Quality Management and business process re-engineering. Thus the stage was set for ideologues in the 1990s to wrestle control over to the government and the market. The era of the director or president as chief engineer rather than lead learner had fully arrived. Bruneau and

Savage conclude by asking some tough questions of their masters and fellow scholars: "Where do such measures lead? What kind of world will they produce?" Some of the more negative aspects they envision are more bureaucratized control systems; more standardized course content; less innovation and controversy; cuts in funding; less openness and accountability on academic questions; and more privilege for the few and mediocrity for the many. On the other hand, Bruneau and Savage would institute an accountability regime based on the principles of "openness" in a professor's daily work, governance, administrative practices and finance; "practical accountability" in reporting the form and content of teaching, research and service work; and "quality" in teaching, admissions, research, academic freedom and ethics. They discuss the sharing of data on the Internet and make recommendations to governments, universities and colleges, and UNESCO in all these areas. Finally, *Counting Out the Scholars* calls for an inquiry into the sheer cost of the time and effort of collecting the data and the constantly growing cost of the bureaucracy that dreams up, collects and collates the data.

Barnetson, Bob. (2001). Part-time and Limited-term Faculty in Alberta's Colleges. *The Canadian Journal of Higher Education*, 31(2), 79.

It is extremely difficult to compare the employment conditions of full-time, permanent faculty with those of faculty holding NRIAs because full-time, permanent faculty have administrative and curricular responsibilities as well as instructional duties. Further, comparing work-loads between different academic areas (e.g., trades versus university transfer) is often problematic with institutions enacting complex "standardized academic unit" calculations to address this issue internally. These difficulties compound when inter-institutional comparison is undertaken. This study attempts to deal with this limitation by making salary comparisons on a per-course basis. That is, the salary paid to a full-time, permanent instructor is prorated on a per-course basis (assuming most faculty teach the equivalent of 10 one-semester courses per academic year) and compared to the per-course pay received by NRIAs. As noted above, this classification falls to address the differing duties of full-time, permanent faculty and the faculty holding NRIAs. Despite this drawback, a per-course comparison provides the most reasonable means by which to compare salary at a provincial level. Somewhat mitigating this drawback is that faculty holding NRIAs often perform curricular and administrative duties without pay. It is not possible to compare the benefit levels of NRIAs with those of full-time faculty. In part, this is because the specifics of benefits are frequently not contained within the collective agreements. It is possible to get some sense of the job security and opportunity for advancement that NRIAs have at the seven institutions noted above. The nature of limited-term appointments suggests that faculty holding them have no job security beyond the end of their current contract. At all institutions, faculty holding NRIAs can access the grievance process (although faculty holding NRIAs at Lethbridge Community College are precluded from taking grievances to arbitration). That said, there is a strong sense among grievance officers that faculty with limited-term appointments who file grievances risk the non-renewal of their contract (Sway, 2000). Both Red Deer College's and SAIT's collective agreements cap in some manner the number of faculty who can hold NRIAs. Experience to date, however,

indicates that these caps are difficult to enforce (Logue, 2000). Grant MacEwan Community College's collective agreement requires a review of the classification of faculty holding NRIAs after three years of employment but the decision to reclassify lies with the dean. All institutions have a provision for part-time permanent appointments but experience to date suggests that these appointments are reserved for full-time, permanent faculty wishing a temporary reduction in their workload (Sway, 2000). As discussed previously by Rhoades (1998), a second set of implications centre on the impact of the growing use of NRIAs on the power and control administrators can exercise both inside and outside of the classroom. The nature of education makes it difficult for administrators to assert their right to manage because individual instructors retain control over the activity in the classroom (and, in fact, educational outcomes stem from faculty's interaction with students). Nevertheless, NRIAs can increase productivity because faculty holding NRIAs cost less on a per-course basis than full-time, permanent staff and allow institutions to extract additional labour from their employees. Institutions can extract additional labour from NRIAs because of the disparity in power between employers and faculty holding limited-term appointments: although the notion of a "contract" between a faculty member and an institution implies two (relatively equal) parties voluntarily entering into a relationship, this is not always the case. Benjamin (1998) notes that while NRIAs are entirely optional for some faculty (e.g., professionals teaching for prestige, intrinsic rewards or extra income), for others it is a matter of working on the employer's terms, or not working at all. Faculty hired on limited-term contracts are exceptionally vulnerable because they have no job security beyond the end of their contract. This vulnerability provides administrators with substantial leverage with which to extract additional labour (e.g., attend meetings, take part in committee work, or develop curriculum) without remuneration. Faculty in this position are less likely to refuse, complain or file grievances than full-time, permanent faculty would be because of the implicit threat of non-renewal. If collective agreements are a key tool used by faculty to constrain the actions of administrators in public colleges, the growing use of faculty who are poorly (or not) protected suggests administrators gain additional operational latitude.

Bruneau, William, & Schuetze, G. H. (2004). Less State, More Market: University Reform in Canada and Abroad. *The Canadian Journal of Higher Education*, 34(3), 1.

Partly in response to this competition and partly in search of funding from non-public sources to make up for cuts in public funding, universities increasingly engage in commercial activities, for example, by cooperating with industry in joint research, commercializing the results of academic research as "intellectual property" (that is, patents and copyrights), the "recruitment" of foreign students charged so-called "full-cost fees," and the "out-sourcing" of so-called "non-core" services, such as food, parking, travel, housing, and the renting out of university facilities for conferences, film productions, or other commercial operations. And commercialization does not end there: continuing university education in North America which used to be a community service and thus a feature of the university's core mission, has become not only a "cost-recovery" activity, but also in many

institutions a generator of revenues. In countries with an Anglo Saxon tradition, the influence of government was less intensive as universities enjoyed a far greater degree of institutional autonomy. More recently, however, and in contrast to the Germanic countries and Japan, we see a move toward greater government control. Such control takes different forms, as for example, performance indicators to increase institutions' "accountability" (Bruneau & Savage, 2001), targeted "performance-based" funding, and imposed enrolment increases under the flag of productivity "improvement" (for an example from British Columbia see [HANS G. SCHUETZE] and Day, 2000). Thus one might speak of a certain convergence of the two main models represented here by the five cases: first, the Canadian, built on the British tradition and strongly influenced by the American model of the public research university; and second, the Germanic-Japanese model in which the state has tight control over all university affairs, including budgeting, planning, staffing, and where institutional autonomy is extremely weak. University reforms are not, even if they appear to be country- or context-specific, isolated developments. Despite idiosyncratic features and practices, universities all over the world have models that come from "away," sometimes explicitly acknowledged and sometimes not. Most reforms in modern times are products of such "mimetic isomorphism" or emulation and "travel" from one jurisdiction to another by various means. Historically speaking, travel has not always been voluntary as models, structures, and traditions were imposed by an occupying country or by colonial powers. More recently, mimetic isomorphism occurs mainly through regional integration, as in the European Union (whose member countries have agreed to harmonize their systems according to common structures of study, in order to promote student and staff mobility across national boundaries). Outside the European Union, the harmonization of higher education systems is promoted and facilitated through the work of international organizations, especially the UNESCO and the OECD.

Cameron, M, D. (1993). More than an Academic Question : Universities, Government and Public Policy in Canada. *CAUT Bulletin*, 40(2), 15.

Catano, V. (2004). *Faculty Say in Governance*. Retrieved 12/12, 2005 from http://www.caut.ca/en/bulletin/issues/2004_mar/president.asp

At Cambridge, the debate on intellectual property continues a year and a half later, much to the annoyance of the administration. Attempts at reforming the governance system at Cambridge have also failed despite arguments by advocates of reform that the Regent House "can't possibly make management decisions." A proposal to give its vice-chancellor the powers equivalent to those of a chief executive officer was voted down by the faculty. Reformers want to bring the governance system at Cambridge more in line with those at other British universities and nearly all American universities where a university council (i.e., a board of governors) composed of a few academics and a majority of outside business people are responsible for governing the university. At many Canadian universities, academic staff have already adopted the Cambridge model of democracy. Rather than work through senates, academics have chosen to deal with essential issues like intellectual property, tenure, academic freedom, promotions, program redundancy, teaching

evaluations, faculty renewal and complement through collective bargaining. In the early days of collective bargaining, a faculty union was thought to be antithetical to a system of collegial governance. Nothing could be farther from the truth. Collective agreements have become the best expression of collegial governance in Canadian universities. Like at Cambridge, every faculty member has a say in proposing bargaining positions and has a vote in adopting, or not, the final negotiated positions through ratification of their collective agreement.

Coe, R. (2003). *Collegial Governance--Who Cares?* Retrieved 12/6, 2005 from <http://www.cufa.bc.ca/dispart.php?artid=a1118&subm=pubs>

Like most of us, I became a professor to teach and research. I cared about students and I cared about advancing my discipline. I knew, of course, I would have to do some committee work in my department. But mostly I wanted to teach and research, and what I wanted from administrators was to keep the university running smoothly and leave me to teach and research in accordance with my expertise. I fear, though, that administrators are increasingly less focused on facilitating the work of those who do the actual teaching and research and more inclined to control.

Gerson, M. (1987). British Columbia to Abolish Buffer between Province and Universities. *The Chronicle of Higher Education*, 33, 37.

Levin, S. J. (1991). The Importance of the Board-President Relationship in Three Community Colleges. *The Canadian Journal of Higher Education*, 21(2), 37.

Marshall, Dave. (2004). Degree Accreditation in Canada. *The Canadian Journal of Higher Education*, 34(2), 69.

At one level, the diploma or certificate market is relatively uncontrolled. The diploma is the traditional credential of the Canadian college (community), and as such, all public colleges are subject to government approval and accountability processes. But, by-in-large, there is no common national or even provincial standard regarding the substances or outcome of the diploma credential. This is further complicated by the fact that both traditional universities and a myriad of private institutions offer diplomas of various hues. In Ontario alone, for example, there are over 150 private "diploma" granting institutions competing with the 25 public colleges for the diploma-bound student, and there are over 1,000 such private institutions across Canada (Statistics Canada, 2003). While these private, vocational colleges are supposedly ministry approved and inspected, assessing either the institution or the credential has been spotty and problematic. The recent controversy over the now defunct Ottawa Business College (located in Toronto) as a possible partner in immigration scams is witness to challenges faced by the "accreditation" of private colleges (The Calgary Herald, 2004). Furthermore, the average default rate for Ontario private colleges of students on their Ontario provincial loans hovers around the 25 percent mark (with some as high as 90 percent in the past) suggesting a serious "caveat emptor" environment (Government of Ontario, 2004). The difficulty that the public Canadian colleges have faced in establishing the uniqueness of their diplomas is an important factor in the current discussion on degree

accreditation. The third crack relates to private degree-granting institutions. Canada has accepted for some time the validity of the private, not-for-profit, (primarily faith-based) degree-granting institutions. Most provinces have at least one such institution chartered to offer a limited range of undergraduate degrees. However, with the exception of the AUCC membered private, not-for-profit university colleges, the credibility of the faith-based baccalaureates has always been questioned, and even more so over the past decade as more and more such institutions have been established and have received permission from the provincial government to operate as a "university" or "university college." Alberta has been the national leader in approving faith-based institutions and degrees, and as such, has recently attracted institutions that cannot get approval to operate a degree-granting institution in one of the other provinces (Government of Alberta, 2004). Accreditation is certainly an issue for such institutions (some are currently members of AUCC), but the relatively small impact on the Canadian degree-granting scene and their ability to articulate one-to-one transfer relationships with established public universities has resulted in a certain level of acceptance by the national post-secondary education system. It is apparent that describing degree-granting accreditation in Canada is not a simple task. Canada has historically had no national system of accreditation for degree-granting institutions or individual degrees. Those wishing to assess the credibility of a Canadian degree would have to check first the level of provincial approval to grant degrees; then the legislation and attitude in the particular province towards degree granting; and then check for membership in the professional organization that establishes the standard of practice for degree granting in Canada (AUCC). Historically, we have not needed much else in the way of accreditation in Canada. Policies and practices of Canadian provinces in approving new degree granting institutions (new universities) and controlling the offering of degrees has been in alignment with the standard of practice accepted for university-level degree granting throughout the world. However, starting in the late sixties and continuing through the nineties, there has been a gradual erosion of the university degree granting monopoly, and consequently, a separation of the practice and policies of several provinces and nationally and internationally accepted standards of practice. The result is, in some instances, a schism between these standards of practice and provincial policies that bring into question the usefulness of the default accreditation processes that have existed in Canada for many years. As a result of this circumstance, it is likely that attempts will be made to define some Canadian standard of practice for degree granting accreditation. But in the meantime, consumers, employers, and foreign institutions seeking some measure of accreditation of a Canadian credential will have to consider both the provincial-level of approval and the national status (AUCC membership) of an institution.

Quigley, T. (2003). *A Study in Top-down Mismanagement*. Retrieved 12/12, 2005 from http://www.caut.ca/en/bulletin/issues/2003_jan/commentary.asp

An even more worrisome aspect of the process is that a hiring freeze has been instituted. Filling existing faculty vacancies now requires a special case to be made and only in certain prescribed circumstances. The University of Saskatchewan Faculty Association has determined that roughly one-third of our members will

reach retirement within five years. Many other faculty members may opt to retire early. There is also no mention whatever in the planning process of employment equity. This is a striking failure when one considers that women represent only about 26 per cent of faculty at our university. Saskatchewan ranks ninth out of the provinces in this regard and, since the other Saskatchewan universities fare much better, it is clear the U of S is among the worst in the country in achieving employment equity. OUR FACULTY ASSOCIATION has decided we must act on the issue of the integrated planning process. Our members regularly tell us the workload, particularly for department heads, has become unbearable. Morale is very low and most faculty members are merely hunkering down attempting to perform their teaching, research and administrative duties. The workload associated with the integrated planning process is staggering and, at the same time, poses a great risk for academic units.

Smith, R. S. (1992). *The University--Some Differences from Other Organizations.*

CSSHE Professional File, (12)

This report discusses the differences between universities and business institutions and why they are different in handling their affairs. The premise of the report is that public universities must become more transparent if they are to receive adequate support from interested parties. Five main areas are discussed in a comparative assessment between these types of organizations. The first asks why universities rarely set specific goals toward which progress can be measured. The second concerns the problems and limited progress universities have made in measuring output and enhancing efficiency in teaching and research. Third is the role of competition in improving research and graduate teaching compared with the relatively weak competitive forces leading to improved undergraduate programs. The fourth area examines the reasons for complex committee structures, widely dispersed authority, and requirements for effective leadership. Finally, the paper examines some of the much-criticized features of academic appointments such as tenure, sabbaticals, irregular hours, and perceived high level of freedom. Contains 12 references.

Van Loon, R. (2001). *Organizational Change: a Case Study. Innovative Higher Education, 25(4), 285-301.*

Part of a special issue on academic leadership and organizational change. A case study of organizational change at Carleton University in Ottawa, Canada, is presented. The case study reveals that the university tackled problems that included plummeting enrollment, budget cuts, poor morale, and a declining reputation by instituting change that involved installing a new executive team, restructuring academic faculties, restructuring administration, moving from substantial operating deficits to budget surpluses, adding substantially to its accumulated deficit and then beginning to pay it down, reviewing all academic programs, reallocating resources, creating a fully restructured bachelor of arts program, and reversing the enrollment decline and increasing entry averages. The case study highlights the applicability of many tenets of change theory to universities and presents lessons about effecting such change.

Wilson, J. (2001). *Redefining Academic Freedom Sets Dangerous Precedent*. Retrieved 12/12, 2005 from http://www.caut.ca/en/bulletin/issues/2001_apr/comment1.asp

I very well remember that evening in 1998 when Fred McCourt and Ian Macdonald and I struggled over the proper wording for the academic freedom article. We had some sharp differences then but it never occurred to us that 6.4 - by asserting the claim to individual academic freedom rested on recognizing that same freedom for other individuals in the university - could ever be stretched to support the right of a dean, or any other administrator, to behave in a way that restricted the individual faculty member's freedom we all knew was fundamental to the university's purpose. The suggestion that deans, acting as managers, have academic freedom for that activity as much as you or I have it for intellectual inquiry is appalling. Indeed, the idea that there may also be a kind of collective academic freedom - a kind of institutional imperative that is superior to individual academic freedom - is the very antithesis of what we have always understood academic freedom to be. All of us at Waterloo, and no doubt everywhere else in Canada, know the idea of individual academic freedom is not meant to be a jest - even though we also know its protection has always required extraordinary vigilance - and so it follows that the idea of institutional academic freedom is simple nonsense. The very idea that the institution's needs can make it legitimate to suppress individual academic freedom is repugnant and ought not to be given even a moment's consideration.

Young, J. S. (2002). *The Use of Market Mechanisms in Higher Education Finance and State Control: Ontario Considered [Ontario Student Opportunity Trust Funds] [Access to Opportunities Program]*. *The Canadian Journal of Higher Education*, 32(2), n/a.

Today the notion of marketization is applied to a host of policy changes which ostensibly seek to make institutions more accountable to their truly vast array of stakeholders: students, employers and the tax-paying public at large, as well as introducing decentralization and the need for an increase in competition for both public and private funds. However, in some camps marketization has become a catch-all to describe reform in a variety of jurisdictions in which universities, still largely state-dependent, are undergoing what are fundamentally minor changes in regulation. For example, the concept has been used to describe recent policy directions in Spain, where universities are realizing some measure of badly needed autonomy from the central state, by delegating to the institutions the power to set curricula, hire faculty and respond to the consumer needs of students (Mora, 1997). The reforms were in part a response to the Franco regime's use of universities through a good part of the last century as political tools, which placed these institutions in a position of complete dependence upon the state (p. 188). After the restoration of democracy in 1978, reform of the relations between the state and universities was regarded as a priority on the part of both academics and government. In 1983, the Ley de reforma universitaria [University Reform Act] granted Spanish universities autonomous status, rendering them accountable to Spain's autonomous regional authorities in place of the central government. However, with the continued role of the regional state in regulating, controlling and financing the system, 'marketization' has been hastily applied to a system that is

merely removing some of the instruments that had allowed the former dictator to take such as firm grasp of the nation's universities. First, the Ontario Student Opportunity Trust Funds. The OSOTF initiative was announced in the budget speech in May of 1996 by the minister of finance. Each dollar raised by the colleges and universities within a specified time period would qualify for matching funds from the province. The government's stated purpose for mounting this program was to encourage private sector investments, from companies and individuals, to "invest in support for academically qualified individuals who for financial reasons would not otherwise be able to attend college or university" (Guidelines for Ontario Student Opportunity Trust Funds, August 1996). When the program was announced, \$100 million was set aside for distribution to the provinces and colleges, however at the end of the allotted time period, universities had managed to raise approximately \$266 million (of that amount the University of Toronto garnered \$114 million) and the community colleges approximately \$47 million. Since there was no bidding process, no sector shares worked out, this meant one university's (and college's) success had greater potential to translate into another one's failure.

References - USA

Universities Rank Low in Accountability [Annual survey]. (2001). *University Affairs*, 42(1), 34.

Alfred, R. L., & Carter, P. (1993). Rethinking the Business of Management. *New Directions for Community Colleges*, 21(4), 7-19.

Provides an overview of the changing community college management landscape and compares the possible outcomes and influence on an institution of various college management styles. Suggests that the most successful colleges will be those that emphasize leadership, accountability, involvement, and integration over management, control, complacency, and isolation.

Association of Governing Boards of Universities and Colleges, Washington, D.C. (1994). *Ten Public Policy Issues for Higher Education in 1994. AGB Public Policy Series No. 94-1*. U.S.; District of Columbia: Association of Governing Boards of Universities and Colleges.

This publication addresses 10 "front-burner" public policy issues in higher education for 1994 which were identified and discussed by higher education policy experts in two meetings during the fall of 1993. A single page at the beginning of the document presents all 10 issues in a format designed for easy photocopying or overhead projector presentation. This is followed by a series of two-page sections that treat each issue individually with a box presenting the issue "at a glance," a summary of significant points for discussion, and recommendations for further reading. The following issues are addressed: (1) the budget squeeze over competition for public funds; (2) continued growth in demand for oversight and accountability of institutions; (3) pressures to increase access, productivity and cost containment; (4)

student-aid reforms brought on by new legislation; (5) changing research priorities with slowed federal funding; (6) race and diversity issues; (7) the national health care debate and its effect on institutions of higher education; (8) continued public scrutiny of and pressure to reform intercollegiate athletics; (9) involvement by institutions of higher education in public school reform; and (10) elimination of mandatory faculty retirement ages in 1994.

Birnbaum, R. (1998). *The Life Cycle of Academic Management Fads. ASHE Annual Meeting Paper*. U.S.; Maryland:

This study reviewed the literature to trace the evolution and life cycles of seven management techniques related to higher education. The seven case studies involved analysis of a selected sample of periodical, monograph, and technical literature from 1960 to the present. The literature base on each management technique was reviewed in reference to the following aspects: essential characteristics of the management innovation, circumstances in which the innovation originally appeared diffusion of the innovation into higher education, outcomes of the innovation in its original and higher education settings, and reasons for eventual abandonment of the technique. The seven management innovations considered were: (1) program planning budgeting system; (2) zero-based budgeting; (3) management by objectives; (4) strategic planning; (5) total quality management/continuous quality improvement; (6) business process reengineering; and (7) benchmarking. The analysis proposes stages in the life cycle of management fads within organizational sectors, suggests the lagged phases through which fads are diffused between the nonacademic and the academic sectors, and discusses similarities and differences in the fad adoption process in both academic and nonacademic systems.

Bullough, R. V., Jr. (2000). The Sounds of Silence: Life in the Postmodern University. *Educational Forum*, 64(4), 324-331.

Argues that preserving privilege is the dominant aim of the postmodern university and that the faculty as "guild" demands silence and conformity. Cites instances of careerism, suppression of free speech, and corruption of tenure practices.

Burd, S. (2002). Accountability or Meddling? *The Chronicle of Higher Education*, 49(4), A23-4.

The increasing divide between the higher education sector and the Bush administration is highlighted by a dispute over proposals relating to college accountability contained in a March 2002 report by the U.S. Department of Education's Office of Postsecondary Education. The controversial proposals, which have caused a furor among college leaders and lobbyists, would hold colleges accountable for their efficacy in the retention and timely graduation of students

California State Office of the Auditor General, Sacramento. (1998). *Los Angeles Community College District: Proposed Reforms Have Not Fully Addressed Past Problems and Create a New Set of Challenges*. U.S.; California: California State Auditor.

This report was conducted by the California State Auditor to examine the fiscal

problems facing the Los Angeles Community College District. It is divided into four chapters. Chapter 1, "Costly Policies and Poor Management Have Led to the District's Deteriorating Fiscal Condition," describes the financial downturn the district has experienced since 1995. Findings implicate ineffective budgeting practices, lack of accountability, and poor management and planning as reasons for the problems. Chapter 2, "Limited State and Local Funding Contributes to the Deteriorated Physical Condition of Facilities in the Los Angeles Community College District," addresses the fact that external funding has not kept up with the needs of the institutions. The auditors suggest that the district be more proactive in its capital outlay planning and align its maintenance project priorities with those of the states to ensure funding. Chapter 3, "Current Reforms Have Yet To Resolve the District's Fiscal Problems and Will Create New Challenges," highlights the recent reform movement toward decentralizing administration. Although such reform was implemented to combat previous fiscal challenges, it has been ineffective thus far and has introduced additional concerns to the system. Chapter 4, "Conclusion and Recommendations," offers several suggestions for approaching and improving the financial situation. The district's response to the audit and the auditor's ensuing comments are appended.

Carlin, J. F. (1999). Restoring Sanity to an Academic World Gone Mad. *The Chronicle of Higher Education*, 46(11), A76.

The higher education system must start undergoing change now if it is to remain the best in the world. Trustees and administrators must provide bold and innovative solutions to the problems of exorbitant tuition and high college costs, tenure, foolish research, low admissions and graduation standards, bloated bureaucracies, too much remediation, light teaching loads, too many programs, lack of accountability, narrow-minded faculty unions, and shared governance.

Carroll, L. L. (2000). Tenure and Academic Excellence. *Academe*, 86(3), 22-25.

Discussion of college faculty tenure focuses on the positive role of tenure in fostering academic excellence through shared governance and creative scholarship. Notes the relationship between the rise of the managerial university and the accountability movement, and sees both as undermining educational quality by eroding faculty autonomy and by driving away talented faculty.

Casteen, J. T. I. (1997). Principled Choices in Challenging Times. *Liberal Education*, 83(3), 4-11.

College faculty leaders, presidents, and board members must affirm their obligations to the public trust, in part by taking more responsibility for creating accountability through accreditation rather than serving political interests. Institutional integrity is built by cultivating innovation, self-scrutiny, and ongoing public discourse.

Clegg, S., & McAuley, J. (2005). Conceptualising Middle Management in Higher Education: A Multifaceted Discourse. *Journal of Higher Education Policy and Management*, 27(1), 19-34.

Debates about middle management in higher education have been largely confined

to the dominant discourse of managerialism. In this paper, we argue for an engagement with the broader management literature, with its multiple discourses of middle management. We present an analysis of middle management as a multifaceted phenomenon and review literature on middle managers as representing: core organisational values; as self-interested agent of control; as corporate bureaucrat; and as repositories of organisational wisdom. In considering each of these views, we reflect on the relevant debates within higher education. We conclude that a more productive discussion of the role of middle management in higher education is possible by breaking with the simple managerialism/collegiate duality found in the higher education literature.

Cohen, B. G., & Gallo, R. P. (1999). A New U. *Business Officer*, 33(2), 26-30.

Over a decade ago New Jersey granted significant financial and operating autonomy to its state colleges. A look back to 1986, when the legislation was being implemented, identifies elements that enabled the successful transfer of responsibilities from the state to the campus. These included three categories of specific autonomies: cash management, decision making, and certain financial functions.

Colbeck, C. L. (2002). State Policies to Improve Undergraduate Teaching: Administrator and Faculty Responses. *The Journal of Higher Education (Columbus, Ohio)*, 73(1), 3-25.

Part of a special issue on the changing nature of postsecondary education faculty and their work in the new millennium. A study investigated the effects of state policies designed to improve the quality of undergraduate instruction. Data pertaining to the way in which faculty and administrators at Ohio State University and Youngstown State University responded to the Ohio faculty workload mandate and the way in which faculty and administrators at the University of Tennessee, Knoxville, and Tennessee Technological University responded to the Tennessee performance funding initiative were analyzed. Findings revealed that despite differences in size, mission, culture, student population, state policy context, and the type of policy instrument enacted to improve undergraduate education, there were startling similarities in the way in which the four institutions implemented their state's respective policies. In addition, all of the institutions provided their states with evidence of compliance with their policies. The results are discussed, and the study's implications are provided.

Costello, D. E. (1994). Accreditation: Impact on Faculty Roles. *Metropolitan Universities: An International Forum*, 5(1), 68-70.

The new mission-linked accreditation standards of the American Assembly of Collegiate Schools of Business represent a fundamental change in how business schools operate. Emphases on strategic planning, stakeholder participation, faculty teams, and continuous improvement will encourage institutional cultural change and help faculty respond with greater accountability and productivity.

Donnelly, J. C. J. (1995). *Successful Long-Term College Presidents and the Positioning of Their Institutions*. U.S.; Massachusetts:

A qualitative study was undertaken to examine similarities and differences in the leadership styles of two successful private liberal arts college presidents and two successful public two-year college presidents. During site visits, a series of semi-structured, open-ended interviews were conducted with the president, senior staff and faculty, trustees, members of presidential search committees, students, and union officers. The study indicated that the success of the college was linked to the success of the presidents' leadership styles. Each college had developed a clearly identified mission and the presidents exercised a strong leadership role in promoting this vision. The specific design and implementation of new projects and programs, however, is usually delegated to administration, who are held to high standards. In addition, each college in the study played a significant role in its local community, with the two-year college presidents expressing the idea that their colleges were owned by the community. All of the presidents were also fiercely proud of their colleges' instructional programs and academic quality and used the physical plant to enhance the college culture. Finally, change at the colleges in the study was driven by faculty ideas, but usually supported and enhanced the vision articulated by the president. Both presidents at the two-year colleges had "open-door" policies for staff and faculty to discuss new ideas.

Elman, S. E. (1994). Academic Freedom and Regional Accreditation: Guarantors of Quality in the Academy. *New Directions for Higher Education*, (88), 89-100. Accreditation fosters academic freedom as a condition of academic quality. Accreditation depends on academic freedom to secure reliable institutional self-evaluation and planning, by according faculty the freedom to present their informed judgments about professional matters without reprisal. (MSE)

Eustace, R. (1994). University autonomy: the '80s and after. *Higher Education Quarterly*, 48, 86-117.

Fisher, J. L. (1995). The Failure of Statewide Coordination. *The Chronicle of Higher Education*, 41, A48.

As a rule, statewide agencies for planning and coordinating higher education have not resulted in improved academic programs or in better and more-efficient operations. Higher-education experts believe that state boards have resulted in unnecessary layers of bureaucracy, increased politicization of public higher education, made decisions that tend to be compromises, and employed generally low-quality board staff members.

Fossey, R. (1999). Personnel Evaluation in Higher Education: A Mounting Call for Accountability. *Journal of Personnel Evaluation in Education*, 13(2), 115-118. Introduces the articles in this special issue, which focus on personnel evaluation across the spectrum of higher education. All relate to a growing interest in holding college professionals accountable for their job performance.

Freed, J. E., & Others. (1994). *Total Quality Management on Campus: Implementation, Experiences, and Observations. ASHE Annual Meeting Paper*. U.S.; Iowa: A national survey of higher education institutions that have adopted Total Quality Management sought to document their implementation, principles, and results. The study developed and pre-tested a questionnaire which was then sent to 408 institutions. With a reminder post-card and a second mailing the total response rate was 67 percent or 168 institutions. From the respondents 15 institutions were selected for ongoing, in-depth study. Preliminary results indicate that TQM is just being tested as most institutions had adopted it since 1990. A majority of respondents indicated that it was a time-consuming process and could easily be perceived as a fad. Faculty made up a very small percentage of those participating in the TQM education program even in Business and Engineering schools where TQM was primarily being taught. Most institutions adopted TQM because presidents, deans or provosts were interested in the method. Support staff were the most frequently trained in TQM. The areas most frequently using TQM were top administration, registration, admissions, physical plant, and accounting. Respondents indicated that they were using all of the TQM tools. Sixty-three percent found a more collegial leadership style and 33 percent indicated no change. Key benefits were improved communication and improved customer satisfaction.

Freed, J. E., & Others. (1994). *Total Quality Management on Campus: Pipe Dream or New Paradigm? AIR 1994 Annual Forum Paper*. U.S.; Iowa: This study looked at how Total Quality Management (TQM) is being adopted in institutions of higher education. A questionnaire was developed seeking information on: (1) leadership of the TQM movement and timing of events; (2) the training, educating, and informing of employees; (3) specific areas using TQM and the specific statistical tools being used; and (4) benefits realized and frustrations experienced in the adoption process. About 50 percent of 414 institutions responded to the survey. Preliminary results indicated that 77 percent of respondents indicated that TQM is being adopted on their campuses, of which 85 percent had adopted TQM in 1990 or later. Within institutions, the support staff most frequently receive training (90 percent), followed by administration (85 percent), and faculty (68 percent). The areas most likely to be using TQM were top-level administration, registration, physical plant, admission, and accounting. The top ranked statistical tools used in the TQM process were flow charts, cause-and-effect diagrams, and nominal group process. In business and engineering schools a majority of respondents indicated that TQM is being taught but far fewer reported that TQM is being practiced. Improved communication and customer satisfaction were cited by 65 percent of respondents as key benefits of TQM while perceptions of TQM as a fad and time consuming were cited as major frustrations.

Giles-Gee, H., & Miyares, J. (1997). Initiatives Aimed at Increasing Faculty Productivity. *Metropolitan Universities: An International Forum*, 7(4), 75-88. Discusses processes used to develop faculty workload policy at 13 campuses of the University of Maryland, unique in that it incorporates a report providing clear evidence of faculty productivity and increases in teaching productivity following

implementation of the policy. A case study shows both the policy and the workload reporting method affected faculty productivity and improved relations with state legislators.

Grantham, M. (1999). *University of Minnesota Extension Faculty and Staff Members' Attitudes toward and Perceptions about Program Evaluation: An Organizational Concern in Relation to Accountability Demands*. U.S.; Minnesota:

Focus groups were conducted to explore the attitudes of University of Minnesota Extension faculty and staff toward program evaluation and their perceptions of their individual responsibility for evaluating programs. A total of 35 faculty and staff members participated in the 5 focus groups. Responses of participants indicate a definite need to rethink the approach to program evaluation at the University of Minnesota. While a number of participants stated that they perceived program evaluation to be an important part of their educator role, there was a general concern that organizational commitment, especially in terms of funding, clarity of purpose, and use of evaluation results, was lacking. As a result, many participants thought that at present there were neither rewards nor consequences related to evaluation other than their own satisfaction in learning how they might improve programs or their success in gaining additional grant funds for program support. The perceptions and attitudes of the faculty based on campus were generally less favorable than those of Extension educators who participating by teleconference.

Green, R. (2003). Markets, Management, and "Reengineering" Higher Education. *Annals of the American Academy of Political and Social Science*, 585(0), 196-210.

Recent years have witnessed a variety of efforts to reengineer higher education into closer alignment with market principles and management approaches drawn from business. However, critical debates on these efforts typically fail to discern a number of significant issues. Many such reengineering efforts involve an intermingling of three distinctively different organizational paradigms: a professional paradigm characteristic of traditional higher education organization, a bureaucratic machine paradigm representative of traditional business organization and an innovative or "adhocratic" paradigm defended by its proponents as a timely alternative to traditional bureaucratic organization. This intermingling typically is carried out in a fashion oblivious to the nuances of organizational design and with little or no attention to the conflicts likely to result. Continued neglect of these issues, however, will condemn proponent of higher education adhocracy to problems in the future.

Greenberg, M. (2004). A University Is Not a Business (and Other Fantasies). *Educause Review*, 39(2), 10-16.

Academics can no longer continue to assert that universities should not be treated like businesses. Indeed, numerous realities define the business nature of higher education, and colleges and universities should be willing to reinvent themselves given that they are not meeting admitted national needs and are claiming financial problems. The decentralized, independent site-based organizational structure of higher education is no longer applicable in the 21st century when multimedia information resources are available on demand anywhere and are sought by a

multifarious worldwide audience. Rather, collaborative organizational properties are required that have the individual student or scholar as the focal point and that render organizational units as secondary. Higher education must think about its people, its property, and its productivity in business terms if it is to be a leader in this change.

Gullatt, D. E., & Weaver, S. W. (1995). *Faculty Productivity: A National Institutional Perspective*. U.S.; Louisiana:

Accountability reports, using both qualitative and quantitative measures of higher education effectiveness, are being mandated by many state legislatures. To date, not enough is known about the components, measurement, and uses of summary data concerning faculty productivity at the higher education level. There are no universally accepted standards of academic performance for faculty at these institutions. The paper reports on a survey of United States institutions of higher learning regarding faculty productivity issues and attempts to develop from the data a pool of information regarding accountability that is reliable and generalizable across disciplines and institutions. Public and private institutions of higher learning (N=225) were sent institutional surveys and 50 public governing board surveys were sent to the Boards of Regents (or Trustees) for public institutions of higher learning of each state. Responses were received from 116 institutions in 45 states and from all 50 state governing boards. The paper describes survey findings about: (1) instruments of faculty productivity assessment; (2) major components of faculty productivity; (3) relationships between and among institutional categories; and (4) areas for future research.

Gunn, B. (1986). The Triadic Format of Administrative Accountability. *Journal of the College and University Personnel Association*, 37(4), 10-17.

A primary reason for the poor quality of university management is that administrators have not been held strictly accountable for their performance. A triadic format between mediating personnel, superiors, and subordinates is proposed, which can be used to hold administrators accountable for their performance.

Haas, T., & Holkeboer, R. (1993). *Planning Strategically for Quality. Report 12-93*. U.S.; Connecticut:

This paper discusses strategic planning for quality in higher education and provides specific examples of institutions working to adopt strategic quality planning. In particular the paper looks at institutions adopting the Continuous Quality Improvement (CQI) principles. A section on early lessons notes common obstacles to CQI implementation in higher education: impatience, failure of top leaders to "walk the talk," top administrator unwillingness to relinquish authority, failure to adapt business principles to academic settings, and absence of a widely accepted and understood institutional mission. A discussion of strategic planning's part in CQI adoption argues that successful efforts should "begin with the end in mind." Another section describes current new efforts at Western Michigan University and Florida State University to implement CQI planning. Lessons from their initial efforts are to start in administrative areas, to employ a "small gains" strategy, to make participation voluntary, to lead by example, to "just do it," to let people choose their

own projects, to avoid using business buzzwords, to maintain a low initial profile, not to promise big cost savings, and to celebrate successes.

Harbour, C. P., & Nagy, P. (2005). Assessing a State-Mandated Institutional Accountability Program: The Perceptions of Selected Community College Leaders. *Community College Journal of Research and Practice*, 29(6), 445-461.

In the spring of 2002 we conducted a structure-focused case study at 4 North Carolina community colleges to understand how selected senior campus leaders assessed a new legislatively-mandated institutional-accountability program. Using confidential interviews and document analysis we collected, analyzed, and interpreted data that revealed clear differences in how leaders regarded the accountability program. These distinct, campus-specific perspectives are characterized as "bureaucratic meddling," "benign intrusion," "an opportunity to demonstrate accountability," and "the divided leaders." Despite these distinct perspectives, however, we also found 2 overarching themes that illuminated common reactions to the accountability program. First, leaders at 3 of the 4 institutions reported that performance ratings under the accountability program were instrumental in prompting changes in instructional programs or staffing. Second, faculty leaders at 3 institutions exhibited an apathy or unawareness of state indicators, even though some state funding was linked to measures regarding student performance.

Hartle, T. W. (2000). Federal regulation of colleges: too much, too broad, too expensive. *The Chronicle of Higher Education*, 46(38), A68.

Federal regulations are taking up an increasing amount of time and money for higher education institutions and redefining the relationship between government and higher education. The ability of colleges to respond to crucial opportunities is subject to increasingly stringent and inflexible limitations. Campus officials and the Washington representatives of higher education must increase their capacity to monitor the regulatory process and strengthen their ability to respond in order to minimize the potential danger to higher education.

Hartle, T. W. (1994). The Battle over Governmental Regulation of Academe. *The College Board Review*, (172), 14-21+.

The writer indicates that colleges and universities in the U.S. are facing the challenge of maintaining their autonomy in light of increasingly heavy regulatory burdens imposed by the federal government. He considers the factors that have contributed to the growing federal regulation of colleges and universities and the impact of the federal regulations on the campus.

Healy, P. (1997). Report Calls for Strong State Coordination of Public Colleges. *The Chronicle of Higher Education*, 43, A34-5.

A report released in June 1997 says that states can improve the performance and efficacy of their higher education systems by finding new ways to balance the needs of government with the needs of colleges. The report is based on a two-year study conducted for the California Higher Education Policy Center. The study found that

states with central boards that have clearly defined authority respond better to state needs and goals and to budget pressures than do decentralized systems or boards with limited authority.

Hearn, J. C., & Griswold, C. P. (1994). State-level Centralization and Policy Innovation in U.S. Postsecondary Education. *Educational Evaluation & Policy Analysis, 16*, 161-190.

This article examines the emergence of innovative policies in public postsecondary education systems. The findings, based on an analysis of recent data suggest that states' postsecondary governance structures have influences on innovation that are independent of the other social, educational, and economic factors included in the model. For example, studies with relatively centralized governance arrangements were found to be more likely than other states to impose mandatory student assessment. The policy implications of these findings are discussed. Hersom, & Naomi. (1994). Democracy and University Governance : One President's Perspective. *Interchange, 25*(1), 19.

Honan, J. P., & Teferra, D. (2001). The US Academic Profession: Key Policy Challenges. *Higher Education, 41*(1-2), 183-203.

Describes some key policy dilemmas and challenges taking place in the U.S. academic profession. These issues derive from a complex array of demographic, economic, social, and technological developments that have caused major shifts in the areas of assessment and accountability, governance, power, faculty roles, and recruitment patterns.

Jacobson, R. L. (1992). Colleges Face New Pressure to Increase Faculty Productivity. *Chronicle of Higher Education, 38*(32), A1,16-18.

Agencies in at least a dozen states are seeking information about college faculty workload, including number of student contact hours, reflecting concern about faculty productivity and quality of undergraduate teaching. The issue is considered delicate, but both internal and external pressure to account for faculty time and salaries are mounting.

Jaschik, S. (1989). Chapel Hill Campus Grapples with Problems of Governance. *The Chronicle of Higher Education, 35*, A17-18.

Jaschik, S. (1987). Maryland Prepares for a Showdown on Governance of Public Institutions; Centralization Plan is Opposed by Some who Fear Interference by the State. *The Chronicle of Higher Education, 34*, A21.

Kezar, A. (1998). Trying Transformations: Implementing Team-Oriented Forms of Leadership. *New Directions for Institutional Research, 25*(4), 57-72.

New forms of team-oriented college and university leadership have emerged in recent years in response to changing conditions such as internationalism, interdependence, and growing diversity. The case study of one community college

adjusting to team-oriented leadership over a period of eight years illustrates the complexity and challenges presented by implementation of such an approach.

Knudson, L. S. (1997). *Team Leadership in Three Midwestern Community Colleges: The President's Cognitive Frame of Reference and its Relationship to Real versus Illusory Teams*. (Doctoral dissertation, University of Kansas). , 244. (EDRS Price - MF01/PC10 Plus Postage.)

A study was conducted of presidents and management team members at three Midwestern community colleges to gather information on the effect of presidential style and the effectiveness of leadership teams. In-depth interviews were held with the three presidents and a total of 12 team members; data were collected on the colleges, the participants, and their jobs; and team meetings were observed. The study sought to classify the teams with respect to three basic functions: utilitarian, helping achieve a sense of rationality and maintain control; expressive, reinforcing a sense of connectedness; and cognitive, enlarging the intelligence of individual members to enable the team to act as a creative system. Information was also gathered on the presidents' cognitive frame of reference in terms of four types: bureaucratic, focusing on structure and organization; collegial, focusing on collective action and consensus; political, focusing on mobilizing resource and developing coalitions; and symbolic, focusing on interpreting institutional history and culture. The study found that all three teams were effective in that they performed activities in all three team functions, despite the fact that community colleges are generally bureaucratic and their presidents tend to be externally focused. The study also found that the presidents all used collegial frames of reference, which helps explain the effectiveness of the teams. Contains 74 references. Appendixes provide interview consent forms, forms for collecting demographic data, interview questions, a team observation checklist, and study coding schemes.

LeBlanc, H. P. I. (1996). *Accountability and External Ethical Constraints in Academia*. U.S.; Illinois:

This paper provides a critique of the culture of self-regulation in higher education, in the context of recent public concerns about accountability in higher education. It discusses the role of the professor within academe, the role of tenure in protecting academic freedom, and the need to address issues of faculty accountability. It then examines institutional accountability, citing the economist Adam Smith's concept of the need for external ethical constraint, and focusing on the special burden of accountability and self-regulation faced by public colleges and universities. In discussing the question of tenure, it notes that in some cases tenure has been used to protect faculty who are guilty of ethical improprieties, such as creating a hostile environment for or economic exploitation of graduate students. The paper recommends that professional organizations in the field of speech communication develop professional codes of ethics, and that such codes address principles related to the responsibilities of faculty in their relationship to students, to other faculty, to the university, to the discipline, and to society as a whole. A suggested preliminary code of ethics for graduate education is appended.

Lieberman, M. (1986). Peer Review and Faculty Self Government: A Dissenting View. *Newsletter of the National Center for the Study of Collective Bargaining in Higher Education and the Professions*, 14(3)

The view that peer review and faculty self-government are detrimental is expressed. Peer review, a procedure in which the conduct of faculty members is subject to review by other faculty members, is used primarily in personnel and research decisions (e.g., tenure, promotion, and/or salary increases, and to assess grant or contract proposals). Faculty self-government refers to a governance structure in which the faculty formulates policy and makes critical personnel decisions. Faculty accountability under peer review and faculty self-government is viewed solely as a collective outcome: faculty would share in any institutional decline resulting from poor recommendations. Therefore, professors are not truly accountable for their policy decisions or recommendations. It is suggested that in public colleges faculty self-government presents a paradox, if not an inconsistency, with representative democratic government, whereby people have the right to change their policy-makers. It is argued that there is no need for professors to "police their own ranks" to protect the public. Unlike fee-paying clients who go to doctors and lawyers, colleges can exercise effective managerial controls. External peer review, the question of merit, and decisional patterns under faculty self government and collective bargaining are also considered.

Lyall, K. C. (1997). Once and Future Partners: the State and its University. *Innovative Higher Education*, 22, 5-17.

The text of the ninth annual Louise McBee Lecture, delivered at the University of Georgia on October 28, 1996, is presented. There are a number of steps that can be taken to reinvent and strengthen the essential partnership between public universities and state governments. These steps include lifting the public dialogue about higher education from the rhetoric of politics to a higher level of public discourse, thinking more accurately and constructively about the meaning of "accountability," agreeing with partners in state government on joint accountability measures that warrant greater management flexibility for the university as public funding shrinks, and considering and articulating more explicitly the role of higher education in preparing students for citizenship and responsibility for decisions that will determine the future of the state and the nation. None of these steps can be accomplished by the state or university working alone. Each step requires genuine collaboration focused, not on blame or criticism, but on problem solving designed to reach a common goal.

Mahoney, R. J. (1997). Reinventing' the University: Object Lessons from Big Business. *The Chronicle of Higher Education*, 44, B4-5.

Academic institutions can derive enormous benefit by applying lessons from the experience of companies that have reinvented themselves over the past decade. This type of reinvention requires that institutions identify their basic missions and dispose of activities not essential to these missions, pare down internal bureaucracies, and form alliances with other institutions to share expertise, cut costs, reduce risk, and increase profits.

McBride, A. B., Neiman, S., & Johnson, J. (2000). Responsibility-Centered Management: A 10-Year Nursing Assessment. *Journal of Professional Nursing, 16*(4), 201-209. Describes the implementation of responsibility-centered management, a decentralized model giving deans responsibility for expanding and using resources, at Indiana University's nursing school. Discusses how it led to creation of an information-rich environment, strategic decision making, and a performance-based reward structure.

McNary, L. D. (1994). TQ in Academe: Lessons from Big Business. *The Clearing House, 68*, 119-122. Total quality management in the college and university classroom is discussed. American businesses that practice true quality management have developed a comprehensive definition of quality as the predictable uniformity and dependability of a product or service at low cost that is suited to the market with a futuristic orientation. The plan-do-study-act cycle is an invaluable tool and can be used in a variety of academic contexts by streamlining the enrollment process, increasing student retention, improving building maintenance, improving cafeteria food, improving the course curriculum, solving classroom problems, improving achievement test scores, addressing staff development, and implementing skills diagnosis to improve student achievement. However, while quality management can lead to democratic classrooms, its skewed application can cause problems.

Miller, M. A. (1998). Let's Not Grind the Works to a Halt. *Trusteeship, 6*(6), 20-24. The system of college and university governance that has created fine institutions is now inadequate. Institutions should consider restructuring their governance systems in ways that clarify authority and accountability. Faculty must commit themselves to responsibility outside their disciplines. Administrators and trustees must make difficult decisions in their areas of authority, after developing support for those decisions among stakeholders.

Miller, M. A. (1998). Speed up the Pace of Campus Governance, or Lose the Authority to Make Decisions. *The Chronicle of Higher Education, 45*(2), B6-7. Guidelines for campuses restructuring their systems of governance are provided. These guidelines help overcome the four problems that afflict decision making on most campuses--a diffusion of authority, a lack of clear accountability, a paucity of information, and an unworkable time frame.

Mixon, F. G., Jr, & McKenzie, R. W. (1999). Managerial Tenure under Private and Government Ownership: The Case of Higher Education. *Economics of Education Review, 18*(1), 51-58. The present paper offers statistical evidence which suggests that managers of firms in the higher education industry in the United States (universities and colleges) pursue a variety of goals consistent with economic theory in the context of firm ownership, and that the tenure of managers (university/college presidents) in this industry differs according to the firm's organizational structure (public vs. private). The essentially non-transferable property rights (regarding government-owned

firms) reduce incentives to police and detect managerial (in)efficiencies. Managers, therefore, face incentives to create internal decision-making processes which increase job security and tenure, along with other non-pecuniary sources of income and utility. Empirical results presented here point out that, *ceteris paribus*, the average tenure of public university presidents is about five years longer than their private counterparts, as a result of the disparity in incentive structures.

Morley, L. (2005). Opportunity or Exploitation? Women and Quality Assurance in Higher Education. *Gender and Education*, 17(4), 411-429.

Based on interviews with 18 UK women academics and managers on quality and power in higher education, this article interrogates the impact of quality assurance discourses and practices on women in higher education. Micro-level analysis of the effects of audit and the evaluative state seem to suggest that hegemonic masculinities and gendered power relations are being reinforced by the emphasis on competition, targets, audit trails and performance (Morley, 2003a). Furthermore, pedagogic space for exploring social justice issues is closing with the emphasis on learning outcomes and student consumerism (Morley, 2003b). Yet women are also gaining new visibility as a consequence of the creation of a new cadre of quality managers. Quality assurance, as a regime of power, appears to offer both repressive and creative potential for women. This article will explore whether quality signs and practices are gendered and whether these represent opportunity or exploitation for women in the academy.

Nicholson-Crotty, J., & Meier, K. J. (2003). Politics, Structure, and Public Policy: The Case of Higher Education. *Educational Policy*, 17(1), 80-97.

Part of a special issue on the politics of higher education. A study examined whether governance structures facilitate or impede political forces. Data were obtained over eight years from 47 states that have either a consolidated governing board or a coordinating board. Findings revealed mixed results for a hypothesis that consolidated governing boards will provide more insulation for policies from politics because of the structure and autonomy that they have and will result in less political influence on education policy. However, findings did demonstrate that higher education structures do significantly affect how political forces influence higher education and that political forces affect higher education differently in states with coordinating boards than in states with consolidated governing boards.

O'Neill, A., & Meek, V. L. (1994). Academic Professionalism and the Self-Regulation of Performance. *Journal for Higher Education Management*, 9(2), 95-111.

The value structure of the academic profession has been affected by expansion and changes in the organization of higher education, making it less likely for individuals to subscribe to a collective academic code. Quality assurance efforts are thus undermined by the same rationalizations that gave them birth. Parker, F., & Thorburn, D. (1986). The Growth of Bureaucracy and Alienation in Colleges of Higher Education. *Research in Education*, (36), 47-57.

Parker, M., & Slaughter, J. (1994). Beware! TQM Is Coming to Your Campus. *Thought and Action*, 10(1), 5-30.

It is argued that Total Quality Management holds problems for implementation in higher education institutions and has a core logic that goes against the educational and professional values of academe and the conception of work that unions espouse. Ways in which unions can solve the same problems differently are proposed. Specific criticisms are detailed.

Perley, J. E. (1995). Problems in the Academy: Tenure, Academic Freedom, and Governance. *Academe*, 81, 43-47.

The writer discusses criticisms that have been made against the academy and defends the notion of tenure. There are ominous signs that the university is being deconstructed to be reborn as a different type of institution. It is not too difficult to see that faculty, particularly its tenured professors, are regarded as a barrier to the restructuring of the academy. However, tenure is not an obstacle to getting rid of the incompetent. Indeed, the problem of deadwood does not lie with tenure, and tenure does not mean that programs cannot be discontinued. If tenure were eliminated, the very best educational system in the world, where it is possible to raise the difficult and controversial question and not risk being fired for asking it, would be lost.

Peters, R. (1994). Some Snarks Are Boojums: Accountability and the End(s) of Higher Education. *Change*, 26(6), 16-23.

It is argued that, although assessment of colleges and universities can promote discussion and encourage improvement of college instruction, accountability serves only to further chill the regulatory climate without specifying needs or solutions. As currently conceived, accountability cannot receive widespread faculty support because it usurps teacher responsibility.

Prichard, C. (1996). Making Managers Accountable or Making Managers? The Case of a Code for Management in a Higher Education Institution. *Educational Management & Administration*, 24(1), 79-91.

Over the last decade, many groups of professionals in the public sector have been reoriented as individual managers. In British higher education, individual department heads have been pressured to develop private-sector-manager-like identities and relations with their colleagues. This case study revealed considerable resistance to managerialism in both pre- and post-1992 universities.

Raelin, J. A. (2003). Should Faculty Be "Managed"? *Academe*, 89(3), 40-44.

Part of a special section on academic freedom and national security. Calibrating the balance between university administrative control and faculty autonomy is, perhaps, the fundamental problem in managing academic professionals. The distribution of autonomy into three parts--strategic, administrative, and operational--offers an initial solution to this problem. Such a distribution of autonomy enables most governance conflicts to be reasonably managed, albeit in an organizational environment faced with increasing turbulence and fragmentation. A number of other strategies that can mediate the potential clash between administrators and faculty, some of which can

simultaneously foster professionalism and raise institutional competence, are discussed.

Richardson, J. T. (1999). Centralizing Governance isn't Simply Wrong; it's Bad Business, too. *The Chronicle of Higher Education*, 45(23), B9.

The Association of Governing Boards of Universities and Colleges' recent attack on shared governance is troubling. Its governance statement is out of touch with internationally recognized standards of cooperative decision making in academe and management strategies in the private sector and diminishes the role of faculty members as crucial constituents in the process of governance.

Saperstein, A. M., & Raelin, J. A. (2003). Who Calls the Shots? *Academe*, 89(5), 3-4.

In a letter to the editor, the writer comments on an article by Joseph A. Raelin that appeared in the May-June 2003 issue of *Academe*. The writer contends that Raelin has lost sight of the importance of tradition in determining the roles and functions of the university. He states that, as a result, Raelin attributes the function of selecting the goals of the institution to the administrators rather than to the faculty. The writer maintains that in the traditional university, the administration's role is to aid the faculty as it conducts its traditional, self-determined duties, not to determine those duties.

Schauerman, S., & Peachy, B. (1994). Strategies for Implementation: The El Camino College Total Quality Management Story. *Community College Journal of Research and Practice*, 18(4), 345-358.

Traces the development of the principles and practices of Total Quality Management (TQM) at El Camino College, in California. Discusses institutional resistance to change and the need for careful implementation analysis and constituent group involvement. Includes a nine-item bibliography of theoretical and descriptive works.

Schmidt, P. (2002). Governance of Alabama universities under attack. *The Chronicle of Higher Education*, 48(30), A20.

An advisory committee of the Alabama Legislature has called for Alabama's 16 public universities to be placed under the control of a single Board of Regents to ensure that the institutions work together to advance a statewide higher education strategy. However, university officials have vowed to fight the proposal, arguing that the state has benefited from the constitutional independence of its institutions.

Schuh, J. H., & Ogle, T. Y. (1994). Implementing Federal Policy on Campus. *New Directions for Student Services*, (68), 83-92.

Part of a special issue on student services in a changing federal climate. The writers consider the need to understand federal policy, discuss the development of strategies for complying with federal policy, and examine selected issues associated with compliance with federal policy.

Strada, M. J. (2001). Assessing the Assessment Decade. *Liberal Education*, 87(4), 42-49.

The assessment movement dominated higher education in the 1990s but the "assessment of assessment" conducted by the National Center for Postsecondary Improvement or the North Central Association makes sombre reading. The system is motivated more by accountability than desired improvement, neglects the use of qualitative techniques in favor of quantitative ones, and relies on a noncourse-based model of assessment. Institutional researchers (IRs) acknowledge that assessment works best when faculty driven, but there is widespread skepticism among faculty about assessment in the real world, and IRs need to nurture faculty support more creatively. This creativity should be expressed by balancing assessment with more soft data obtained from qualitative research, placing greater emphasis on the improvement of instruction, and to creating a course-based model of assessment. IRs can help fulfil these worthy aims by facilitating the development of the sophisticated course syllabus.

Sullivan, M., & Siggins, J. A. (1993). Total Quality Management Initiatives in Higher Education. *Journal of Library Administration*, 18(1-2), 157-169.

Examines trends affecting higher education such as declining enrollments, replacement of faculty, rising costs, competition for enrollments, corporate education, work changes, and greater accountability and relates them to Total Quality Management (TQM). Relevant organizations, the role of leadership, and barriers to greater acceptance are discussed.

Thor, L. M. (1993). *The Human Side of Quality: Employee Care and Empowerment*. U.S.; California:

Frequently, educational institutions seeking to implement Total Quality Management (TQM) as a means to improve institutional effectiveness, overemphasize training in the application of TQM tools and fail to fully address human needs and concerns, such as the critical issue of employee empowerment. Four principal barriers exist to adequately addressing the personnel side of TQM: (1) time; (2) aversion to change; (3) middle management; and (4) attitudes. For TQM to be effective, adequate time must be provided to train people properly, reach appropriate decisions, implement a new way of thinking, and change the institutional culture. In addition, middle managers must be encouraged to change from people who control, demand, and solve problems independently, to those who empower, coach, and facilitate problem solving. Finally, an important part of implementing TQM is inspiring employees with a shared vision of the future and reducing individual fears to create an organizational climate of teamwork and innovation. At Rio Salado College (RSC) in Phoenix, Arizona, the TQM program emphasized the development of a shared and believable vision among employees at all levels. Through collective brainstorming, RSC developed a vision statement of how the college would appear in the year 2000. An employee survey was used to identify employees' principal fears and helped open the doors of communication for dealing effectively with those fears. Other features of the TQM program at RSC include an employee training program, an Employee Empowerment Training Manual, a weekly President's bulletin, a monthly President's

breakfast with a small group of employees randomly selected across all levels, and a Rewards and Recognition Program.

Tierney, W. G. (1997). Academic Community and Post-Tenure Review. *Academe*, 83(3), 23-25.

Discusses the need for post-tenure faculty review to root out "dead wood" faculty and increase faculty accountability, focusing on the time frame for such reviews, who gets reviewed, and the intensity and ramifications of the review. Also notes criticisms of post-tenure reviews and the need to build community through self-regulation.

Walker, D. E. (1986). Administrators vs. Faculty: How to Change the Good Guys-Bad Guys Scenario. *Change*, 18, 9.

The tension and hostility between campus administrators and faculty members stem from a multifaceted problem. The Chronicle of Higher Education reported that 75 percent of faculty members surveyed believed that their campus administrators were mediocre, at best. Likewise, administrators have complaints about the faculty. Part of the problem is due to the recent tough times academia has faced and to traditional American ambivalence toward authority figures. Some antagonism between the faculty and administrators is inevitable and even healthy, but an unrealistic view of the academic community definitely is not. Administrators and faculty see campuses as hierarchies, when in fact they do not operate as such. For colleges to work best, faculty members must be free to exercise independent judgment. The emphasis should be on problem solving rather than on submissiveness. Administrators must create an environment where positive things can happen.

Watts, L. (1985). *Assessment of an Organizational Control System*. U.S.; Arizona:

An organizational control system approach was used to investigate a university's attempt to influence faculty behavior in the areas of teaching effectiveness; quality of research, scholarship, and creative pursuits; and quality of service. These standards were used to establish desired performance levels and to provide benchmarks for comparison. Performance dimensions were quantified to provide information for evaluation and corrective action. The evaluation component involved assessing measured performance relative to established standards. The nature and amount of rewards granted were the primary reinforcers of desired behavior. The system components were designed to direct attention, motivate, and reinforce or extinguish behavior. Using the example of a particular college department, the study found that the failure to recognize and incorporate previous performance levels resulted in underutilization of resources, which, in turn, decreased the probability of goal achievement. The university's reward system was based primarily on extrinsic rewards, which were unlikely to optimize faculty motivation. It was concluded that the university needed to be more holistic in its approach to organizational control, and more knowledgeable about the faculty and the work situation. A contingency approach to the system was recommended.

Welsh, J. F., & Metcalf, J. (2003). Administrative Support for Institutional Effectiveness Activities: Responses to the 'New Accountability.'. *Journal of Higher Education Policy and Management*, 25(2), 183-93.

This study examines administrative perspectives on the importance of institutional effectiveness activities in higher education and measures the impact of four predictor variables. The findings suggest that higher education administrators are more supportive of institutional effectiveness activities when (1) the primary motivation for undertaking them is internal improvement, not external reporting, (2) the results lead to initiatives that are implemented by the institution, and (3) the administrators are directly involved in the activity itself. The data suggest some strategies institutions may adopt to cultivate administrative support for institutional effectiveness initiatives.

Wolf, D. B. (1985). A Contrary Look at Community College Management: An ERIC Review. *Community College Review*, 13(2), 51-60.

Argues that community college administrators have placed too much time and hope in new management systems. Considers clarity of institutional goals, technological knowledge, decision making stability, and reliable information to be essential to effective management. Offers eight tactical rules for influencing institutional decisions.

Wolverton, M. (1995). *Decision Making, Structure and Institutional Notions of Quality: A Case Study*. U.S.; Arizona:

Few studies have focused on the effects of systemic change and decentralized decision making on organizational structure and on an institution's notion of quality education. This study examined such interconnections at a community college given the pseudonym America Community College (ACC). ACC is a multi-campus metropolitan area college in a area of high crime, high unemployment, and racial tensions. More than 75% of the 55,000 full-time students each year are people of color. Major reforms in the last two decades have established a core curriculum, a computerized advising and articulation system, and a student placement assessment system. A second set of reforms tied a comprehensive faculty development program, including continuing education and tuition reimbursement, to a faculty advancement system. Using the models of strategic planning, total quality management, and systems thinking, the study traced the reform efforts over 20 years, demonstrating the cyclical spiraling of decision making at the college. Four figures illustrate the concepts.

Yearwood, E., Singleton, J., Feldman, H. R., & Colombraro, G. (2001). A Case Study in Implementing CQI in a Nursing Education Program. *Journal of Professional Nursing*, 17(6), 297-304.

A nursing school used a continuous quality improvement process to transform its governance, improve curriculum, and increase stakeholder satisfaction. An annual "report card" measures such benchmarks as licensing examination pass rates, certification, graduate employment and satisfaction, and employer satisfaction with graduates' performance.

Zmetana, K. (2002). *Reflections on Change: A Community College Faculty Perspective*. (Doctoral dissertation, Oregon State University). , 180. (EDRS Price MF01/PC08 Plus Postage.)

This dissertation addresses the need for community college administration to consider the opinions, needs, and perceptions of faculty when instituting educational change. Governments and colleges are tending toward market-driven responses to community needs. Faculty often perceive these business model innovations as short sighted, meant to introduce quick change for popular approval and retention of political power. Faculty tend to lose influence in the move toward running colleges as businesses. The author uses a phenomenological approach to the study, which looks at the context of the field site and the participants, presents case studies from 16 faculty members at 2 Oregon colleges representing all areas of the liberal arts, and culminates in a group discussion with 6 of the original 16 faculty members. Faculty members in the study argued that they were willing to implement changes, but that they expected administration to provide the time and space to talk about change strategies collectively and to plan ahead. Suggestions were that administration include faculty in every step of the change process, listen to what they have to say, incorporate faculty suggestions, and provide faculty with support and recognition. Student needs, rather than the consumer aspect of education, should always be a central priority.

References – Other Geographic Area

Barton, & Luisa. (2005). On the Cutting Edge: Rethinking Governance in Inter-institutional Cooperation Arrangements in Higher Education. *College Quarterly*, 8(1), n/a.

Bauer, M. (1999). Transforming Universities: Changing Patterns of Governance, Structure, and Learning in Swedish Higher Education., 320.

Bhatia, S. (2005). Governors Driven off by Red Tape and Power Cuts. *The Times Educational Supplement*,

A recent study has revealed that college governors in Great Britain are being stopped from doing their jobs properly by bureaucracy. Findings from the National Audit Office study reveal that colleges are finding it increasingly difficult to attract and retain governors because of the workload they face in addition to their day jobs and personal commitments.

Billinton, J., & Xin Li. (2000). An Analysis of University Autonomy and Governance in Three Universities: Canada, Britain, and China. *International Education*, 30(1), 50-73.

A study examined academic freedom and university autonomy at the University of Saskatchewan in Canada, the Dalian University of Technology in China, and Anglia Polytechnic University in Great Britain. Findings revealed governance structures at

Canada's University of Saskatchewan and Great Britain's Anglia Polytechnic University to be quite different, despite appearing similar. Creating a committee structure at all levels, the dual leadership system at China's Dalian University of Technology made this institution more bureaucratic than the other two institutions. Moreover, the Communist Party of China impinged upon and in most cases eliminated any university autonomy at this institution. Other findings of the study are discussed.

Boyland, R. (2002). Colleges Say Weight of Paper is Creating a Talent Brain Drain. *The Times Educational Supplement*, (4506), 39.

A survey in Great Britain has found that government paperwork is prompting top managers and lecturers to leave further education. Involving 66 colleges, the survey revealed that 76 percent of principals and managers reported that the level of bureaucracy is damaging recruitment and retention.

Brender, A. (2004). In Japan, Radical Reform or Same Old Subservience? *The Chronicle of Higher Education*, 50(27), A38-a41.

National universities in Japan, which have been tightly controlled by the country's education ministry for decades, are to be granted independence from April 2004. University presidents will be given new powers in setting budgets, hiring and firing employees, revamping academic programs, and adjusting salaries. In return for the freedom the universities are gaining, the Japanese government is demanding an improvement in academic programs, an increase in cooperation with private industries on research, and the creation of six-year plans describing how the universities will proceed.

Briggs, A. R. J. (2002). Facilitating the Role of Middle Managers in Further Education. *Research in Post-Compulsory Education*, 7(1), 63-78.

Interviews with staff, focus groups with middle managers, and a survey of management teams in British further education colleges identified aspects of middle managers' role. The role is largely intuitive and has transactional, transformational, supervisory, and representative aspects. Facilitators include clarity of college systems, support of senior management, and strong personal skills. Impediments are lack of training and role overload. (SK)

Carlton, E. (1998). Federate to Cut Waste, Colleges are Urged. *The Times Educational Supplement*, (4264{i.e.4265}), I.

Leading accountants and consultants in Britain have claimed that spending on college bureaucracy could be cut by up to L 390 million a year if managements started collaborating rather than competing. If colleges combined into federations, up to 40 percent of the cash spent on the range of management services could be saved without principals losing their autonomy.

Chen, D. Y. (2003). Reflections on the Multiplicity of Functional Goals for Chinese Universities and the Challenges for University Management. *Journal of Educational Planning and Administration*, 17(4), 529-39.

Universities in China have been changing substantially in recent decades; the recent drastic expansions, in particular, makes Chinese universities swell. Instruction is changing as students grow in numbers and vary in composition, and as new instructional content and delivery modes are created. Research has developed especially rapidly, both in scale and breadth, and public services have been extended. As a result, the functional goals are becoming multiple, but the managerial goals may be lagging behind due to the inadequacy of the traditional teaching-oriented managerial pattern. This paper details the changes in Chinese higher education, and proposes some managerial principles for balancing the multiplicity of university goals, suggesting that more strategic ways must be found to cope with the new conflicts, including re-definition of missions and management patterns.

Currie, J. (1998). Globalization Practices and the Professoriate in Anglo-Pacific and North American Universities. *Comparative Education Review*, 42(1), 15-29. Globalization has brought market and business practices into universities, but with serious negative ramifications. Interviews with 253 U.S. and Australian faculty, plus additional data drawn from New Zealand and Canadian studies, focused on the rise of performance-based accountability and corporate managerialism and their effects on faculty working conditions, collegiality, and faculty status in the university power structure.

Duke, C. (2001). Networks and Managerialism: Field-Testing Competing Paradigms. *Journal of Higher Education Policy and Management*, 23(1), 103-18. Australian universities under stress are pulled between competing paradigms of managerialism and networking. External pressures towards homogenisation contradict the national requirement for higher education system diversity. Managing complexity requires a degree of self-confidence which reinstates collegiality and administration above managerialism and enables the institution effectively to engage with its local-global environment. This paper draws out the competing paradigms. It then sketches the purposes, processes and outcomes whereby UWS Nepean rejuvenated and energised itself to cope with the changes of the late 1990s and the demands of the new entrepreneurialism, without succumbing to economic rationalism. It suggests how changed culture may result in changed behaviour and greater productivity via networking. Structure is less important than shared purpose, culture and morale. Process matters, but can lead to displacement, so that means become ends and outcomes are lost to the procedural outputs of strategic planning.

Enders, J., & Kehm, B. M. (1994). Steering the German Higher Education System. *Higher Education Management*, 6(2), 137-148. Discussion of the direction and governance of German higher education since the 1960s looks at the relationship of faculty to disciplines, the role of the state in higher education, and failed efforts at reform. New reform debates are examined. It is noted that change at the system level continues to be difficult.

Gaither, G. H. (1998). The Future Dynamics of Quality Assurance: Promises and Pitfalls. *New Directions for Institutional Research*, 25(3), 87-91.

Higher education systems in a number of countries are experimenting with programs that measure and enhance educational quality. Experiences suggest that the most successful quality assurance programs are initiated, maintained, and enhanced through the professional commitment of the faculty, not through quality assurance systems, administrative controls, or legislation.

Hall, M., Symes, A., & Luescher, T. M. (2004). The Culture of Governance in South African Public Higher Education. *Journal of Higher Education Policy and Management*, 26(1), 91-107.

Hancock, N., & Hellowell, D. E. (2003). Academic Middle Management in Higher Education: A Game of Hide and Seek? *Journal of Higher Education Policy and Management*, 25(1), 5-12.

Fourteen academic middle managers at the level of Dean of Faculty or Head of Department or its equivalent were interviewed in one of the "newer" universities in the UK. One strand of the interviews related to the extent to which these middle managers felt that they could be transparent in their dealings with their superiors and their subordinates. Although they stated that they were in principle overwhelmingly in favour of transparency, they nevertheless acknowledged that they felt obliged at times to proceed in more covert ways. They consider that this is partly forced upon them by the need to act as entrepreneurs in a competitive marketplace where showing their hands too early could seriously disadvantage them and their organisations in the acquisition of new business. They also felt that they were treated in similar secretive ways by their own senior management. This article considers some of the forms which the hiding process may take, and explores some of the issues of trust which may influence the degree of concealment which takes place. In the process some of the nature of academic middle management in current higher education is revealed.

Hook, S. (2005). Report on Value will Cut Red Tape. *The Times Educational Supplement*,

A forthcoming report is set to boost efforts to reduce bureaucracy in further education in Great Britain. The National Audit Office value-for-money report is expected to question the overlapping roles of college governors and local learning and skills councils.

Jobbins, D. (1986). The Scrutineers. *The Times Higher Education Supplement*, (706), 10.

Keep, E., & Sisson, K. (1992). Owing the Problem: Personnel Issues in Higher Education Policy-Making in the 1990s. *Oxford Review of Economic Policy*, 8(2), 67-78.

This article examines the human resource management problems currently facing UK higher education institutions, particularly in relation to academic staffing. It outlines the structural characteristics of employment in HE which shape the demand

for labor and influence personnel policies. Discussion then highlights certain of the more pressing personnel problems facing the HE system, such as recruitment and retention, and securing the motivation and commitment of its workforce. These problems, it is argued, stem from a failure on the part of HE institutions to accept responsibility for managing the employment relationship. The consequences of this failure as it affects the areas of staff training and development and the employment of short-term contract staff are then probed. Finally, the article offers a number of potential avenues for progress towards the development of effective personnel management structures and policies in UK.

Kigotho, W. (2000). Admin Job Cuts Boost Learning. *The Times Higher Education Supplement*, (1445), 10.

Public universities in Kenya have been ordered to lay off 35 percent of their nonteaching staff, some 5,000 people, from August 2000 in a bid to divert funds to teaching. Chris Okemo, Kenya's finance minister, said that the public universities had a bloated bureaucracy of administrative cadres as well as too many semiskilled and unskilled workers.

Lang, W, D. (2005). Working Boards in Tertiary Education: Lessons from Three Case Studies. *CSSHE Professional File*, (25), n/a.

* The CCLB staff sometimes regarded the chairs of the board's standing committees as unpaid staff and supervisors in their particular areas of expertise. This may be seen as a function of the erratic and limited nature of the CCLB's funding. Expertise that the CCLB could afford to have on its staff it could obtain from the volunteer work of the board membership. This might be a fortuitous benefit of a working board, but it was not ideal for the CCLB because it also confused the governance and accountability roles of the Board and blurred the normal chain of command within the CCLB staff. * The Executive Director was frequently expected to interpret the board's objectives and decisions. There was much criticism of a former CCLB Executive Director in regard to this practice. But the reliability and effectiveness of the interpretation is not the main point with regard to the clarity and appropriateness of roles and responsibilities. The main point is whether or not the Executive Director should have been called on to play an interpretative role at all. This could be seen as a failing that could befall any board in any form. But this also could be a chronic problem of working boards, in that the involvement of board members in the day-to-day affairs of the organization invited "fine tuning" and interpretation because the board, as a governing board, never really had to "sign off" on some decisions. Those decisions were instead left to the chief executive's interpretation. This is an area in which the CCLB's tendency towards behaving like a working board appeared to be counterproductive. First, because communication was one of the staff areas in which board members "worked," there was the danger that communication was confused with representation. This might be a reason for [Carver]'s assertions that line boards should never be confused with governing boards, and that working boards should never forget that they must also be governing boards. [Murray], on the other hand, argued categorically that working boards should never be put in a position of having to play both roles. The board at the CCLB was put in this position, and the boards at

Algoma and St. Augustine's were not. There is another aspect of the case studies that does not confirm Murray's definition. Murray said that if governing boards were confused with working boards, the result would be "meddling boards." That possibility may indeed exist, but in the case of the CCLB, St. Augustine's, and Algoma, their governing boards cum working boards were not seen as meddlers. The boards did not perform as well as they should have with regard to certain objectives, but neither the governors nor the managers thought that the arrangement was objectionable. In their view the arrangement was, at worst, a necessary evil, and, at best, fortuitous. Indeed, all the evidence of the three case studies is that when board members "worked" as specialists—for example, in fundraising and financial planning—they performed well and probably better than paid staff would have.

- Lillis, K. M. (1990). *Training for Planning and Management: Improved Management Systems in Higher Education in Developing Countries.*, 29.
- The management crisis within higher education in developing countries reflects the wider crisis in educational management and public administration. The contemporary management context is further threatened by narrowing management capacity and capability due to the continued dwindling of already scarce resources and the increasing across-the-board management problems experienced by these countries. This paper addresses issues associated with improving the management of systems and institutions of higher education in developing countries, especially as it relates to systems of higher education in Commonwealth Africa. Section 1 outlines key issues and perspectives associated with the management of higher education systems. Sections 2 and 3 identify problems associated with managing higher education systems and institutions. Section 4 identifies and discusses activities and strategies targeted at enhancing management capacity. Sections 5 and 6 comment upon management training capacity in Africa and illustrate the positions of international agencies vis a vis management within higher education. Sections 7 and 8 provide further examples of programs of training and collaboration and identify areas of potential international collaboration.

- Maassen, P. A. M. (1998). *Quality Assurance in the Netherlands. New Directions for Institutional Research*, 25(3), 19-28.
- The Dutch quality improvement model in higher education has successfully maintained the delicate balance between internal improvement and external accountability, but the faculty's clear ownership of the system (as contrasted with government ownership in some nations) has made continuous quality improvement a dominant feature of the current Dutch system.

- Mahony, D. (1994). *Government and the Universities: the "New Mutuality" in Australian Higher Education--a National Case Study. The Journal of Higher Education (Columbus, Ohio)*, 65, 123-146.

- Marshall, J. (2003). *French Welcome Autonomy. The Times Higher Education Supplement*, (1583), 11.
- Universities have been promised more autonomy under the French government's

plans for decentralization. The country's education minister told university presidents that he did not intend to transfer their responsibilities to regional authorities, as some had feared. Instead, he promised a move toward greater autonomy for universities.

Marshall, J. (2002). French Wrestle with Vast Bureaucracy. *The Times Higher Education Supplement*, (1527), 11.

Responsibility for the appointments process in French higher education is shared between the state, the academic community at large, and individual universities. The appointments structure is administered by the education ministry, which also determines which posts in which disciplines will be made available each year. Decisions about which applicants are worthy of a tenured post are made by a national council of academics judges. Appointments are decided by an elected committee in each university.

Marshall, S. J. (1998). Professional Development and Quality in Higher Education Institutions of the 21st Century. *Australian Journal of Education*, 42(3), 321-334. Argues that approaches to higher-education quality in Australia have focused on assurance, assessment, monitoring, and reporting of quality, not on improvement. A model for continuous improvement of higher education quality is outlined, and the central role of professional development in such a process is emphasized.

Mas-Colell, A. (2003). The European Space of Higher Education: Incentive and Governance Issues. *Rivista Di Politica Economica*, 93(11-12), 9-27. This lecture offers thoughts on some issues concerning the effective development of the European space of higher education currently being pushed by the twin forces of the Bologna process and the Lisbon declaration of the EU. It is pointed out that the USA example is a good reference point but cannot be imitated mechanically, given the more segmented reality of Europe. It is noted that the European space could develop first at the graduate level and that the competition for students through reputation effects may play an essential role. The significance of policy initiatives for promoting reform is emphasized. Finally, matters of governance and of incentives (including tenure) are identified as key factors of reform.

Maslen, G. (1994). Australian Universities Vow to Resist Further Government Regulation. *The Chronicle of Higher Education*, 40, A47.

Mather, I. (1998). Rethinking School Planning: A Case Study of Southlands Community College. *School Leadership & Management*, 18(4), 475-484. Examines the school-development-planning process at Southlands Community College in London, England. The process has proved useful but needs to be reevaluated. Advocates use of "strategic intent" and "futures thinking" to enhance the capacity of self-managing schools to survive in an increasingly turbulent environment. Southlands is meeting this challenge.

McGavin, H. (2000). Rising Burden of Bureaucracy. *The Times Educational Supplement*, (4366), III.

A study of 84 colleges in England and Wales reveals that lecturers must cope with an escalating burden of bureaucracy in colleges. Although the lecturers work the same number of hours as before, administration now accounts for an ever greater proportion of their time.

McInnis, C. (1996). Change and Diversity in the Work Patterns of Australian Academics. *Higher Education Management*, 8(2), 105-117.

Surveys of Australian college faculty, conducted in 1977 and 1993, provide data for tracing trends in workload. While time devoted to teaching and research have remained stable, changes at the margins of academic workload are considerable. These tasks are largely generated by demands of institutional competition, accountability, and quality assurance. Concerns emerge from possible related changes in personnel policy and practices.

Milliken, J. (2001). 'Surfacing' the Micropolitics As a Potential Management Change Frame in Higher Education. *Journal of Higher Education Policy and Management*, 23(1), 75-84.

Over the past decade higher education has been faced with an unprecedented rate of change and most of these changes have been government driven with policies that are designed to ensure that educational establishments are managed in accordance with any other economic undertaking. Requirements to cut public expenditure have led to less money in the system and demands to use what there is more efficiently. Responsibilities and accountability have been decentralised to the individual institution, and this has intensified political activity at all levels but especially at the micro level. This article draws from the school improvement literature and considers a "change frame" to bring micropolitical activity to the surface as a potential catalyst to IMP and manage collegiality within a university department.

Milliken, J., & Colohan, G. (2004). Quality or Control? Management in Higher Education. *Journal of Higher Education Policy and Management*, 26(3), 381-91.

Over the past fifteen years the rationale, organisational infrastructure and delivery of social policy in Britain have undergone radical transformation. Whereas efficiency was the key word of the 1980s, quality was the touchstone of the 1990s and quality control with accountability has become the management philosophy of the new millennium. Increased pressure for greater accountability in the use of public funds, together with changes to the structure and funding of higher education, were designed to increase competition for students and subsequent resources. This has provided the initial thrust for increasing the profile of quality issues than in the past. The difficulty is that there is much confusion about the definition of quality and this leads to problems in assessing it. Many academics would argue that quality has always been high on their agenda and the government motivation is simply another element of control to change the focus away from a government policy that led to massification without the necessary injection of resources. Blame has to be levelled so why not at the already overworked, under resourced and demotivated academics?

Mok, K. H. (1999). The Cost of Managerialism: The Implications for the 'McDonaldisation' of Higher Education in Hong Kong. *Journal of Higher Education Policy and Management*, 21(1), 117-27.

Universities and other institutions of higher learning now encounter far more challenge, and are subjected to an unprecedented level of external scrutiny. All providers of higher education today inhabit a more competitive world where resources are becoming scarcer, but at the same time they have to accommodate increasing demands from the local community as well as changing expectations from parents and employers. In order to be more responsive to all these competing needs an emphasis on "strong management" is introduced in the educational realm, with a fundamental paradigm shift to the notion of "economic rationalism" in running educational services. In such a policy context this paper sets out to examine how higher education in Hong Kong has gone through a similar process of marketisation, with particular reference to the strategies and approaches adopted by the University Grants Committee (UGC), the central funding body of higher educational institutions in Hong Kong, to assure a quality and "value for-money" higher education in the territory. This paper will end with a discussion of the implications of the adoption of a "management-oriented" approach in delivering educational services.

Mok, K. (2001). From State Control to Governance: Decentralization and Higher Education in Guangdong, China. *International Review of Education*, 47(1/2), 123-149.

In China there has been a strong trend to diversification and decentralization of higher education in the post-Mao period. This paper examines how the policy of decentralization has affected the governance of universities in Guangdong. More specifically, the paper focuses on reform of the financing and management structure, the merging of universities, and joint development programmes to enhance competitiveness. Despite these changes, the state's role as a regulator and overall service coordinator has been strengthened rather than weakened under the policy of decentralization. This paper not only examines the recent developments in Guangdong's higher education but also analyses such developments in light of the global trend towards decentralization in educational governance. Reprinted with permission from Kluwer Academic Publishers. Copyright 2001.

Moses, I. (1995). Tensions and Tendencies in the Management of Quality and Autonomy in Australian Higher Education. *Australian Universities' Review*, 38(1), 11-15.

It is argued that university faculty, in their involvement with students, have the most direct impact on educational quality, and that impingement on their autonomy leads to reactive curriculum design, decreased motivation, and skewed values concerning research and publication. Australian university administrators are called on to use available means available to renew their support for and involvement of faculty.

Moses, I. (1989). Is Performance "Management" Appropriate in a Learning Institution? *Journal of Tertiary Educational Administration*, 11(2), 127-141.

A discussion of the use of performance management for faculty and nonacademic staff in colleges and universities first offers the definition of performance management used in business, examines colleges and universities as institutions of learning, and suggests the notion of quality maintenance as a better approach to personnel management.

Nash, I. (2004). Colleges Set for Self-policing. *The Times Educational Supplement*, The British government is expected to unveil far-reaching plans that will give colleges the power to police themselves under the regulation of a national body modeled on the British Medical Association or Law Society. The proposal to introduce self-regulation is the main recommendation in the final report of the Learning and Skills Council bureaucracy-busting task force.

Nash, I. (2004). Too Many Eyes Rake over Colleges. *The Times Educational Supplement*, The forthcoming report by Sir Andrew Foster, who was appointed by British ministers to act as "gatekeeper" against excessive college bureaucracy, concludes that awarding bodies have too much power to scrutinize the work of colleges. The report calls for an improvement in "accountability" and a reduction in the "scrutiny" of colleges and training providers by the numerous government, support, audit, and inspection agencies.

Nash, I. (2002). Colleges Denied Cash from Red-tape Cuts. *The Times Educational Supplement*, (4488), 33.

College employers in Great Britain have discovered that initial efforts by the government to cut bureaucracy have led to huge cuts in budgets. Initial surveys have found that up to two-thirds of Standards Fund money has not reached colleges since the fund was delegated to the control of the Learning and Skills Council.

Nash, I. (2001). More than We Need to Know. *The Times Educational Supplement*, (4450), 32.

A report on the bureaucracy and data overload being experienced by some further education colleges in Great Britain is presented.

Newton, J. (2002). Barriers to Effective Quality Management and Leadership: Case Study of two Academic Departments. *Higher Education*, 44(2), 185-212.

This paper reports results of 'insider research' at a UK college of higher education (NewColl). In drawing on a 'ground level' approach, and building on earlier work (Newton 1999 a,b), it provides insights into 'front-line' academics' views and perspectives on organizational change and the implementation of quality policy, and points to challenges for institutional leadership. The paper begins by considering the impact of the quality revolution on the academic community and its relationships, and then looks at how policy implementation, leadership, and the management of change can be conceptualised. The case study element consists of profiles of two academic departments which, in the main body of the research, displayed markedly

more negative responses to organizational change and the implementation of revised quality assurance arrangements than other academic units. Drawing on interview data which provide 'thick description' (Geertz 1973), a set of explanatory concepts is presented which help to explain why the two schools show themselves to be divergent in comparison with others. These concepts centre on issues around 'psychological contracts' (Handy 1984, 1993); leadership, communication and the management of change; collegialism and professional accountability; and reciprocal accountability and mutual trust. The paper goes on to consider the importance of 'the discretion debate' (Lipsky 1976, 1980; Prottas 1978) and proposes that, by stressing 'ownership,' 'professional autonomy,' and 'self-assessment,' quality assurance systems and quality management in higher education run the risk of exposing or exacerbating the 'problem' of discretion for institutional managers and leaders. The paper concludes by identifying a number of lessons which can be drawn from the case study for quality managers and academic administrators.

Newton, J. (2002). Views from Below: Academics Coping with Quality. *Quality in Higher Education*, 8(1), 39-61.

Examined how academics have sought to make sense of the "quality revolution" that has been dominant in UK higher education in the last decade. Uncovered various types of behavioral responses by faculty to the requirements of quality assurance and monitoring processes.

Newton, J. (2000). Feeding the Beast or Improving Quality? Academics' Perceptions of Quality Assurance and Quality Monitoring. *Quality in Higher Education*, 6(2), 153-163.

Discussion of quality assurance in Australian higher education focuses on a case study of a university sector college. Identifies an "implementation gap" between the intentions underpinning "quality policy" and actual outcomes. Argues that institutions and external quality bodies need to consider the conditions and context of academics' work in order to involve academics in efforts to improve teaching quality.

Pan Wei. (2000). "Large in Size and a High Degree of Government Administration" Should not be the Direction of Higher Education Reform (part II). *Chinese Education and Society*, 33(1), 77-83.

Part of a special issue on education and the economy in China at the beginning of the 21st century. The practice of combining faculties and disciplines in Chinese universities to form "big institutes" will not solve the administration or the specialization problems facing colleges and universities. Moreover, there is no reason to believe that combining faculties and disciplines will facilitate the arrangement of international academic exchanges nor will it help to concentrate resources for "building big ships" and producing world-class research results. Indeed, teachers' material benefits will suffer and the opportunities of large numbers of citizens to obtain a higher education will be reduced as a result of this practice. Furthermore, the Ministry of Education's policy of "taking overall responsibility for" and "overall charge of" higher education has only served to limit the advance of

China's higher education system and has resulted in the spread of corruption in the higher education arena.

Pechar, H. (2004). Austrian Higher Education Meets the Knowledge Society. *Canadian Journal of Higher Education*, 34(3), 55-72.

Austria has gone through two cycles of university reforms since the 1960s. The first aimed to open the universities to social and labour market demand and to make their structures more democratic and flexible. The second reform cycle dealt with glitches in the overly close relationship between universities and state bureaucracy.

Bureaucrats still tightly controlled universities through line-budget funding and other forms of micro-management. This close dependency was abolished and university autonomy greatly strengthened when traditionally weak university leadership was replaced by a strong president and centralized administration, and by the creation of governing boards. The author argues that the second reform cycle was much influenced by Anglo Saxon models of university governance and constituted an almost total break with the traditional structures of Austrian universities. L'Autriche a entrepris deux grandes sequences de reformes universitaires depuis les annees 1960. La premiere faisait accepter aux universites les demandes sociale et economique du marche du travail. La deuxieme reforme cherchait a distancer l'universite de l'Etat enseignant, arrangement caracterise par une ingerence bureaucratique centralisatrice de longue date et minee par des mecanismes d'approbation detaillee des budgets universitaires. Cette relation de dependance étroite a ete abolie et l'autonomie a ete etablie grace au renforcement du leadership universitaire par la nomination de recteurs presidents forts de leurs propres fiefs administratifs, et par l'etablissement de conseils d'administration. L'auteur montre a quel point cette derniere reforme s'inspirait principalement de modeles anglo-saxons en matiere de gouvernance universitaire, et constituait une rupture quasi-totale avec les structures traditionnelles des universites autrichiennes. Reprinted by permission of the publisher.

Peitzker, T. (2004). Minister Vows to Cut Red Tape. *The Times Higher Education Supplement*, (1625), 13.

Edelgard Bulmahn, the German education minister, has pledged to reduce the amount of bureaucracy in Germany's higher education system. Denying that the German federal and state governments had "empty tills," Bulmahn maintained that Germany was contributing sufficient funding to tertiary education but argued that that money needed to be spent more effectively if the quality of research was to improve.

Pellert, A. (1996). The Staff Development Programme of the University of Vienna: Basic Features, Problems and Perspectives. *Higher Education Management*, 8(2), 53-58.

A University of Vienna (Austria) staff development program that emphasizes the professionalization of university teaching and management is described. The approach integrates personnel evaluation, quality assessment, and staff development, which is also linked to institutional mission and identity. A benefit of the staff development seminars has been improved internal and external communication.

Rochford, F. (2001). Issues of University Governance and Management Giving Rise to Legal Liability. *Journal of Higher Education Policy and Management*, 23(1), 49-61. This paper considers the way in which the changing environment in which the university carries on its activities, and the consequent pressure to change the management structure of the university, can lead to an increased potential for litigation.

Sanders, C. (2005). HR Report Slams the Middle Manager. *The Times Higher Education Supplement*, (1682), 56.

A new report on modernizing human resource management at universities in Great Britain criticizes the role played by middle managers. The report from the Higher Education Policy Institute concludes that this tier of management rarely sees managing staff as part of its job and acts as a barrier to change.

Saxena, R. P. (1990). Governance of Indian universities: from decay to dynamism? *Higher Education*, 20, 91-111.

Shore, C., & Roberts, S. (1993). *Higher Education and the Panopticon Paradigm: Quality Assessment as "Disciplinary Technology."*. United Kingdom; England: This paper explores the function and effects of recent government reform of higher education in the United Kingdom particularly on quality assurance and quality assessment. The reforms have aimed to make institutions more akin to business and have used the language and techniques of "management." It is argued, in agreement with Michel Foucault, that Jeremy Bentham's panopticon prison provides an instructive model. In a panopticon, a tower is situated at the center of a courtyard surrounded by buildings of cells with each cell window under direct scrutiny of the tower and each inmate visible to the surveillant alone. The cells are theaters in which each actor is alone, individualized and constantly visible. It is further argued that such a prison is a model for understanding the new management practices in higher education and how these function to control, classify and contain teachers. Thus, quality control exercises actually lead to a lowering of academic standards. The paper also argues that current education policy can be usefully analyzed in terms of discourses of power and their relation to systems of control and bureaucratic surveillance and that current policy has been constructed in accordance with a political agenda for social control and ideological reordering with devastating consequences for intellectual freedom and student learning.

St. John, E. P. (1986). Postsecondary Policy and Management in the Far East: a Comparative Study. *Higher Education*, 15(5), 523-545.

Stensaker, B. (1998). Culture and Fashion in Reform Implementation: Perceptions and Adaptation of Management Reforms in Higher Education. *Journal of Higher Education Policy and Management*, 20(2), 129-138.

Examines how two government-initiated reforms, result-oriented planning and

quality assessment, were perceived by 43 department heads and faculty at Norwegian colleges and universities. While result-oriented planning was perceived as an unnecessary reform, causing high tension and having only symbolic effects, quality assessment was seen as valid, with strong support in institutions, and incremental but concrete effects.

Su, J. (1995). The Effects of the Trial Implementation of a Departmental Evaluation Project in Taiwan. *Quality in Higher Education*, 1(2), 159-172.
A survey of 67 external evaluators from professional associations, 80 department heads, and 162 department faculty investigated effects of a trial departmental-evaluation program in Taiwan universities, focusing on whether assessments conducted by professional associations were better and more appropriate than those conducted by the education ministry. Results suggest the program was appropriate but needs some work.

Tabata, H. (2005). The Incorporation and Economic Structural Reform of Japan's National Universities. *Social Science Japan Journal*, 8(1), 91-102.
This essay describes the reform of Japan's national universities resulting from the enactment of the National University Corporations Law (Kokuritsu Daigaku Hojin) in April 2003, which aimed at converting all the national universities into corporate entities (kokuritsu daigaku hojin). The intention of this law is to effect major changes in the heretofore self-governing structure of national universities and to introduce a management system based on the corporate organization style. The National University Corporations Law will lead to a major transformation of universities from sites of research and education grounded in traditional basic research into corporate-like organizations which respond sensitively to social and market needs and which provide more practical research and education services. However, the increased power of the Ministry of Education resulting from incorporation may also limit the academic freedom and autonomy of Japan's national universities.

Waite, D., & Allen, D. (2003). Corruption and Abuse of Power in Educational Administration. *The Urban Review*, 35(4), 281-296.
The writers provide examples of corrupt administration in K-12 and higher education in Mexico, China, and the U.S. The writers discuss the relation between corruption and heirarchical, pyramidal bureaucracies and suggest that consideration of these examples and refinement of the concept of corruption may help to improve educational practice.

Watson, D. (2000). Managing in Higher Education: the Wicked Issues'. *Higher Education Quarterly*, 54(1), 5-21.
The writer presents a taxonomy of some of the problems facing managers in universities and colleges in Great Britain. These problems can be categorized as those shared with all large and complex enterprises, those affecting the public services with special force, and those peculiar to higher education.

Wood, F., & Meek, L. (2002). Over-Reviewed and Underfunded? The Evolving Policy Context of Australian Higher Education Research and Development. *Journal of Higher Education Policy and Management*, 24(1), 7-25.

Major restructuring to the Australian higher education sector was initiated in 1988 with the dismantling of the previous binary system and the introduction of the unified national system. Since this time the sector has been the subject of continuous review by government and the policy and funding framework for higher education research in particular has undergone a number of changes. After providing contextual information regarding Australia and its R&D effort, this paper examines a number of major reviews that have impacted on the higher education sector. Particular attention is directed to identifying changes in both policy and funding environment. It is argued that the crisis facing Australian universities is the result of not only inadequate funding but also an over-reliance by government on the market steering of the sector.

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