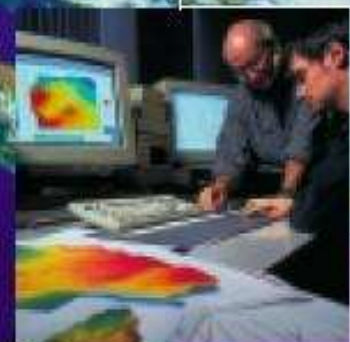


# HUMANE Bulletin No. 13

## July 2004



Heads of University Management  
& Administration Network  
in Europe

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### Colophon

The HUMANE Bulletin is distributed 2 times a year

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## Message from the Chairman

The expansion of the European Union with a considerable number of states in East and Southern Europe affects HUMANE as well. At the Round Table meeting held mid-June in Maastricht we were able to greet a number of representatives from the new member states. Also on this spot I wish to extend a warm welcome to all universities that have now entered our network's operational sphere. I gladly express the hope and expectation that we will draw mutual benefit from each other's knowledge and experience.

The Round Table decided to dedicate a seminar in 2005 to the consequences for the universities of entering the Union. It will come as no surprise that this seminar is to be held in one of the new member states, namely Poland. You will find the planning for the seminars in 2005 elsewhere in this Bulletin.

Partly on account of the larger number of countries and members, not five but six seminars will be held in 2005. A special feature of the 2005 'season', decided upon in Maastricht, is to offer graduates of our Winter School the opportunity to hold a presentation at the seminars. The first lecture from this group will already be held at the November seminar organised on Gran Canaria, concerning student affairs. Their proposed topic, 'Effects of introducing school fees on Higher Education', will be the seminar's central theme. Which brings me to the content of the seminars: in 2005 the Executive Committee shall attempt, more than before, to bring the results of previous seminars to bear on the organisation of subsequent seminars. In so doing we play our part in contributing to university organisational development. This approach is partly made possible by the thorough update of the HUMANE website. Here, in the 'Members Only' section, you now have access to all lectures held thus far. This facilitates their easy use in preparing new seminars.

The Round Table also took note of the fact that a seminar sometimes takes place in an attractive tourist destination. It was stressed that we should avoid creating the impression that HUMANE seminars are a tourist excursion. Although I underwrite this position, the fact that some universities happen to reside in places where one would also like to go for a holiday cannot be a reason to decide against holding seminars there. The content of our gatherings is what counts, on this we must be able to look back with pride and satisfaction. That we moreover get to know the setting in which the University operates (even if it provokes another's envy) is equally valuable. If this part of a visit to a kindred institute provides us with pleasant memories, what is the objection to that?

Even though the number of HUMANE members is no reason for concern, we always strive for growth. I am thinking in particular of those countries where the number of members has stalled. The Executive Committee has determined that this development may well be tied to the current debate in those countries about the positioning of responsibility for the operational management of the university, within or outside of the chancellor's office, or however else the heads of European universities are called. In a number of countries the independent position of the Head of Administration has become a contentious issue. Certainly given the arrival of new EU member states, HUMANE will have to carefully reconsider the definition of membership. If we do not, we run the risk of not providing sufficient opportunity for true colleagues in a number of countries to join HUMANE. I expect we will be discussing this issue at the Round Table meeting to be held in Paris this coming year.

I am very pleased to report that 2004 once again saw the joint initiative of HUMANE and ESMU, the Winter School in Barcelona, enjoy great success. Under the inspiring leadership of Christine Challis the weeklong course ran without a glitch. You'll recently have received the announcement of the Winter School 2005. Given our members' great interest in this study facility for their most promising senior co-workers, I recommend you indicate quickly whether you intend to register someone as a participant.

Another activity that seems to be gaining ground is the initiative taken by a number of ex-members to create a HUMANE Friends network. At the Round Table in Maastricht we had the pleasure of the company of the former registrar of the University of Exeter, Ian Powell, who is very much at the forefront of this HUMANE spin-off. There is much interest among ex-members. A first announcement drew some 20 responses from prospective friends, all eager to contribute to the development of HUMANE by letting current members benefit from their experience and their own networks.

My final announcement is that HUMANE has procured the status of a legal personality under Belgian law. Our Network Manager Hans van Dam and ESMU's Nadine Burquel have had to devote much time and effort to this process, and I take this opportunity to express our gratitude. This Bulletin comes along with a copy of our legal statutes.

In conclusion I wish you all a wonderful vacation; I hope it will restore all your energies so that your institute may perform even better in the coming academic year!

Ruud Bleijerveld  
Chairman, HUMANE Executive Committee

## 1. Bulletin Changes

As you will have noticed the Bulletin has a new format. We have decided to follow the style used in our previous TNP reports and we would once again like to thank the University of Aberdeen for the cover illustration.

The TNP reports disseminated the results of the working groups that took place over a three year period from 1999 to 2001. Now we have the results of 7 years worth of seminars it is worthwhile to disseminate the results of these seminars. In this Bulletin you will find a draft on the themes "Students" and "Governance and Accountability", which are, of course, the themes of the final two seminars to be held this autumn.

During the summer we will be working on drafts of other themes covered by HUMANE seminars. We will do our best to make sure all presentations are included. We will try to create some sort of colour coded reference system to assist the reader.

You can check how this is proceeding by going to the HUMANE web site ([www.humane.eu.org](http://www.humane.eu.org)). We would very much appreciate your suggestions and input to help make this key tool for HUMANE members.

## 2. 2004 – 2005 HUMANE Seminars

### Governance

**Pavia, 15th to 16th October 2004**

**Università degli Studi di Pavia**

This seminar will look into the role of the Head of Administration, Registrar, Kanzler or how we chose to identify a person responsible for the administrative life of the institution. To put it simply, this is about the role of HUMANE members. We will try to look into various national systems and their effects. Questions I hope to be answered are – just as examples:

- What are the effects of the Kanzler being responsible to the Government, while the Gerente reports to the Rector?
- Why have we seen recent changes in Austria and Lower Saxony
- How do the split administrative responsibilities in France function?
- What are vice-rectors good for?

If you have more questions – or answers – I am sure that there are colleagues interested. Do advise me on your interests.

### Student Issues

**Las Palmas de Gran Canaria, 19th to 20th November 2004**

**Universidad de Las Palmas de Gran Canaria**

This seminar addresses the relation between tuition fees and the organization of academia education. An interesting topic – to be discussed on the first day of the seminar – is how the national systems of tuition fees affect the access to the university and the study results. Variable tuition fees could stimulate students to study harder, but on the other hand the risk is that the university becomes inaccessible to large groups of students, which could otherwise obtain their degree with a small amount of financial support.

Some specific questions:

- Is a common European system of tuition fees desirable?
- Is a division in Europe desirable between state university who don't charge tuition fees and private universities with high fees?
- Would it be logical to charge no or a low fee for courses in the national language and to charge a higher fee for courses in a foreign language?
- How do universities deal with students who temporary quit their studies? What are the consequences for the overall university statistics (enrollment figures) sent to the government, and the related financial consequences?
- Are students allowed to pay their fees in periods?
- Do high tuition fees result in better student services?

Another interesting topic – to be discussed on the second day of the seminar – is the relation between the level of the tuition fees and the quality of the services for students. When students are paying high fees they also can have higher demands with regard to the quality of the services the university offers them.

## 2005 Seminars

The venues for the seminars in 2005 are provisionally:

- April 1/2 Groningen
- April 29/30 Vienna
- June 17/18 Stockholm/Kiruna
- Sept 23/24 Warsaw
- Oct 21/22 Warwick
- Nov 18/19 Valencia

Bulletin 14, published in December, will have the finalised program, and the HUMANE web site will be kept updated of seminar developments.

The topics are not yet decided, this will be confirmed at the Executive Committee meeting in October. Please do not hesitate to make any suggestions about themes you would like to see covered at a HUMANE seminar, likewise if you would like to suggest improvements to the seminar format. Any suggestions can be sent to the HUMANE Secretariat (tim.evans@esmu.be).

### 3. HUMANE Seminars – How to Register?

Please read ANNEX 4 (which is in the ANNEX Download section), which lists the terms and conditions of participating in a HUMANE Seminar. If you wish to register for a HUMANE seminar you can do by returning the registration form that can be found on the last page of this Bulletin, or alternately you can also register on-line at:

[http://www.humane.eu.org/members/Registration\\_form.htm](http://www.humane.eu.org/members/Registration_form.htm)

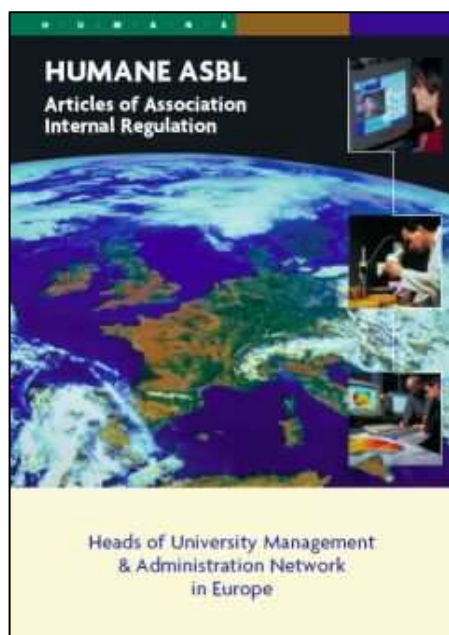
You will receive a written confirmation from the HUMANE Secretariat. Important – if you do not receive a written confirmation within 7 days please contact tim.evans@esmu.be . A registration is not to be considered as confirmed if you do not have written confirmation.

Once you have received written confirmation from the HUMANE Secretariat that you have been registered for a HUMANE Seminar, cancellation fees will be applied as follows:

- From 21 to 7 days before the Seminar, 50% of the fee.
- Within 7 days of the Seminar, 100% of the fee.

A registration form is in the ANNEX Download section as ANNEX 5.

### 4. HUMANE ASBL



HUMANE was set up in 1997 with the aim of grouping all heads of university administration in Europe in an informal network devoted to professional development and best practice. HUMANE wishes to preserve the informal character of the Network, but for participation in joint ventures and in EU projects being a legal body is necessary.

We have kept you up to date with the process of making HUMANE into HUMANE ASBL (a 'not for profit' organisation). We are pleased to announce that the lengthy process has now been completed. With the printed version of Bulletin 13 we will include the Articles of Association and the Internal Regulations which have been produced in booklet form.

You can also find these Articles as well in Resources at the website.

## 5. Round Table

The Round Table is the highest policy making body in HUMANE. The format of the meetings have developed in the last years and nowadays this takes the form of a business meeting on Friday-afternoon, a HUMANE dinner in the evening with country reports on a theme at Saturday morning. Since a lot of Round Table members stayed overnight till Sunday we decided to organise a social program at Saturday afternoon and an extra dinner for the Saturday evening. The host organised a program for accompanying persons at Friday afternoon and Saturday morning. The program for accompanying persons has become very popular. The new group for former HUMANE members, HUMANE Friends, are welcome to join this program. Since this group likes to meet old friends we decided to open this program to all HUMANE members. The next meeting of the Round Table will be in Paris at 27/28 May 2005. If you want to join the program for accompanying persons please send an e-mail to the Secretariat in Brussels: [tim.evans@esmu.be](mailto:tim.evans@esmu.be). You will have the opportunity closer to the time to register.



## 6. ESMU-HUMANE Winter School for senior administrators

*Send in your candidates for the third edition of the Winter School!*

The second edition of the ESMU-HUMANE Winter School was a great success. With 30 participants from all over Europe, the School took place at the Universitat Politècnica de Catalunya in Barcelona from 29 February to 6 March. The School target audience is fast-rising administrators who are seen as having outstanding potential for future leadership, and the capacity to become influential senior managers. They are nominated by their head of administration, and selected by the School steering committee. Some candidates reapplied from last year, with this time a strong letter of recommendation from the head of administration which made it easier for the steering committee to make a more informed decision.

The School aims to develop the leadership potential of outstanding administrators by making them fully aware of the concepts and practices of strategic management in a European context and of the importance of effective implementation involving integration of academic and financial issues, with human resource strategy, ICT and space management. This follows from HUMANE's focus on the practical implementation of strategy and policy and the sharing of good practice.

With prominent experts in the field of higher education management from across Europe, participants had the opportunity to get acquainted with management approaches and leadership styles from different cultural contexts. Selected themes reflected current priorities in higher education management. European policies in higher education and research, which have a strong impact on the management of European universities, featured highly in the School, which was greatly appreciated by participants.

Practical case study project work prepared on an imaginary university in great financial difficulty enabled participants to put into practice what had been learnt in plenary sessions. The case study was prepared by Trevor Field, the previous HUMANE Network Manager. In the evaluation forms, the case study work was often rated as the most interesting aspect of the School. At the end of the School, the projects outlining possible scenarios to solve the problems of this university were presented to a Jury chaired by Mr. Klaus Von Trotha, former Minister of Science and Culture, Land of Baden-Württemberg (Germany). Other members of the Jury were Ruud Bleijerveld, HUMANE Chairman and ESMU Board Member, and members of the Winter School Steering Committee (Christine Challis, Winter School Chairman and ESMU Board Member, Rafaël Zorrilla and Dietmar Ertmann).

Participants developed close contacts with one another in Barcelona which will be followed up both informally and formally, in the framework of an alumni network which the first 2003 Winter School alumni group is currently setting up, and which will be opened to alumni of all future Winter School editions.

The School steering committee has already started the preparations for the third edition of the School; A pre-announcement has been sent to all HUMANE members via the HUMANE discussion list.

Nadine Burquel  
ESMU-HUMANE Winter School Manager  
6 HUMANE

## 7. HUMANE Seminars on Governance

During the last six years HUMANE organized many seminars on "Governance". You will find an overview on the website at [www.humane.eu.org/4\\_sem\\_next\\_gov.htm](http://www.humane.eu.org/4_sem_next_gov.htm). We are still having difficulties in defining governance separate from internal structures, quality, accounting, strategic management, management of change and so on. We had better speak of a pilot at the moment, on which we will improve the coming months.

The seminar held in Pavia this year will focus on the position of the Head of Administration. In the dissemination of results of seminars held in the past, we selected contributions of:

- Willem Kardux, Secretary-General, University of Utrecht (NL); seminar Barcelona 1999
- Francesco Savonitto (Università degli Studi di Udine); seminar Reykjavik 2000
- John Lauwers, University of Southampton; seminar Lyon 2001

### **THE DEVELOPMENT OF MANAGEMENT AND ADMINISTRATION AT UTRECHT Willem Kardux, Secretary-General, University of Utrecht (NL); seminar Barcelona 1999**

This presentation illustrates the experience of Utrecht University in improving the management of the university in two rounds of management renewal. These stages concerned both the academic and the administrative parts of the university, because central in our view is the concept of integral management. The special problems of university management have its roots in the past. Since Von Humboldt an ongoing policy program applies: Less bureaucracy, more cohesion and a better 'antenna system' to pick up signals from society. For this purpose two opposite movements are needed - firstly, decentralization of the administration, but at the same time, strengthening of decision power in academic affairs at faculty and university level. Major themes in our first project were: decentralization, management by objectives and integral management. Decentralization implied that the faculties became the central points in the administrative organization. The faculty directors were given control over finance, personnel and housing facilities.. Management power in academic affairs has been strengthened by introducing development plans at faculty and university level, and a planning & control cycle.

A special part of the decentralization process concerned the support services. The main point was the change from input- to output-funding. The corresponding part of the central budget was decentralized to the actual customers. They became free to order the same facilities outside the university. Our support services could acquire orders from external customers, and were thus transformed into semi-independent businesses. This turned out to have obvious advantages, but some shortcomings too, and some further steps are needed. One possibility is the outsourcing of those activities that do not belong to the core competence of the university. We are trying to assess whether the service will be competitive in the long term. The computer centre is not, in our opinion. Therefore it has recently been sold to a private company.

In our second round of management renewal we were helped by two small but crucial changes in the law. The first one was that the faculty deans no longer are chosen by the Faculty Council but are appointed by the University Board. This made integral management at faculty level fully possible. The second one is that the department is no longer the compulsory operational unit for both teaching and research. So it is possible to replace the old formal structure of the university by program institutions. Decentralization of administrative power to these institutions brings integral management to the "shop-floor".

To avoid the problem of management across three levels it is essential to align the strategy of the University Board and the strategies of the deans. To achieve this we introduced the concept of the University Strategic Program. The program consists of a set of strategic aims and objectives and of corresponding activities, which replace the former development plans. Special attention has been paid to the idea of program management, with great importance attached to the personal strategic work program of the dean.

Summarizing the changes in more abstract terms, one might say that in the second round of management renewal the three S's of strategy (development plan), structure (faculties) and system (planning & control cycle) of the first round are replaced by the more dynamic three P's of purpose, people and process.

### **Summary and Discussion**

Wim's review of the concept of integral management was illustrated with slides, and the full text was given to participants. He noted the shift of control from Department to Faculty, and the problems which this had caused (as well as the overall success). He acknowledged that in some areas there had been a shift, or even an increase, in bureaucracy, but illustrated the overall advantages. Several participants asked about the issue of financial risk, which Wim explained remained at University level. His remarks on the outsourcing of various support services led to discussions of what should properly be defined as a core business [for further discussion, see also the Helsinki seminar of June 1999], and was linked to discussions of whether it was possible or desirable to ask agencies to "head-hunt" professional Deans from outside the institution.

## **THE ROLE OF THE HEAD OF ADMINISTRATION IN A CHANGING UNIVERSITY** **Francesco Savonitto (Università degli Studi di Udine); seminar Reykjavik 2000**

The presentation describes the position of the Direttore Amministrativo after the reform of the higher education system which took place in the previous decade. Although most of the universities' finances came from the State, there was much less dependence on the State. Rather, each University now had its own strategies, goals and resources, with policies carried out by its own management. The Direttore Amministrativo was deeply involved in all the previously described changes. But he worked in a scenario where many people influence the decision-making processes and may say "no" at many levels.

The role of the Direttore has clearly become much more active. Previously he would have been a civil servant with expert knowledge in Law. Recruitment practice thus had to be different from the previous competitive examination, and it was typical to have a three or five-year contract, renewable according to performance. Strategic planning meanwhile remained in the hands of the Rector, who could decide to put in post a new Direttore – this was a crucial relationship. The Direttore was in charge of all the services which were not teaching and research. His changing role depended on:

- the need for communication (using discussion lists or addressing students)
- entrepreneurial activity (less State money and tuition fees representing about 10% of income)
- organization and motivational ability.

The problems were complicated by the fact that accommodation services – as in France – were controlled by a regional organization, while university teaching hospitals were outside the university system. In previous years academics were not allowed to be involved in business, but now such activity was required, and universities like Udine had created a number of companies.

Different universities have different methods for recruiting heads of administration – and the version which includes a committee with academic members is particularly difficult. From this point the discussion led to what was called the innate anti-managerialism of the university community, and discussion of how entrepreneurial behaviour could be encouraged. It was agreed that although the university is not a business, managers must be business-like. It was also observed that the current move towards firm managerial attitudes was in many ways a reaction against previous mis-use of the concepts of collegiality and academic freedom.

The point was also made that in the UK the link between head of administration and academic head was less direct, since the governing body usually had a majority of members from outside the university, and the role of the Secretary was to report to that governing body. Thus there was a triangular relationship between the Chairman of the Board, the Vice-Chancellor (=Rector) and the Secretary (head of administration). It was admitted that this link was more problematic if the Secretary was on a fixed-term contract. It was also recognized that the UK was different from others in this.

## **THE ROLE OF THE HEAD OF ADMINISTRATION IN PRESERVING INSTITUTIONAL INTEGRITY AND ADHERENCE TO THE STANDARDS OF PUBLIC ACCOUNTABILITY** **John Lauwerys, University of Southampton; seminar Lyon 2001**

The Head of Administration in a University has a particular responsibility for ensuring that his/her University acts in accordance with the national and international law as it affects the University, along with the University's own governing rules or internal laws. In general this role is carried out as part of the normal professional role of the Head of Administration and rarely causes internal conflict or significant difficulties.

On relatively rare occasions some senior members of the University, including even the Rector (President) may propose to act in ways which conflict with the University's own established procedures and contrary to proper standards of public conduct. In recent years in the UK there had been a number of such instances which led to public criticism when the facts became known, and even to investigation by the National Audit Office (an office which is responsible to Parliament for the proper expenditure of public funds). This led to full reports being published and measures being subsequently taken to reduce the likelihood of repetition of these problems.

Four major case studies were done to examine the position of the Head of Administration when such serious events occur. His comments on these UK universities were all taken from the publicly available reports published by the National Audit Office. The activities which had been criticized included excessive overseas visits (with family members), abuse of privileges such as official transport, nepotism, and a lack of full reporting to the governing body. On this basis some general principles were suggested which one might establish to protect institutional integrity and proper standards of public accountability. Crucially, he suggested that the Head of Administration has an absolutely central role in providing such safeguards - this raised an immediate contrast with the situation in France since most of the case studies from Britain showed how the Vice-Chancellor himself had been under investigation for abuse of his position. In all cases, there had been a situation where the governing body of the university did not know what was going on.

Four main conclusions regarding common factors from the case studies:

- The Vice-Chancellor or Principal in each case had lacked proper ethical standards and judgment
- The Vice-Chancellor had been too close to the Chair of the governing body
- There had been a lack of openness or proper reporting procedures
- None of the HEIs had had a sufficiently senior member of staff to deal with the issues.

The British Committee of Standards in Public Life, first set up under the chairmanship of Lord Nolan, had elaborated a set of seven principles of conduct for public servants, known now as the Nolan Principles:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

Requirements were that the head of administration should hold a senior position immediately below that of the Rector, and with a direct line of responsibility to the governing body. He or she should have a permanent contract with a high level of job security, and should of course possess high standards of professional competence and personal integrity..

In discussion, there was some surprise among participants that systems of audit had not worked. It was observed that (for example) in the Netherlands consultants had audit functions both for finance and for general management. John Lauwerys noted that in the UK there were systems both for internal and external audit, but that generally such measures involved either overviews or samples. The key issue was that of whistle-blowing. John also assured participants that there were procedures in place in most universities, but that a determined or powerful individual might still find ways to by-pass such rules. Participants recognized that control by the head of administration was both necessary and difficult. John also stressed that the four prominent cases which he had mentioned involved only two universities out of more than 100, with the other two institutions being sub-university units of higher education.

The view was also expressed that while the presentation had focused on behavior at the top of the organization there was a need for all staff to be operating under the same principles.

## **8. HUMANE seminars on student issues, 2000-2004**

Starting in 2000, HUMANE organized a yearly seminar on 'Student Issues'. Specific topics within this theme were:

- Student services (Rennes 2000)
- ICT services (Utrecht 2001)
- Quality of education (Bologna 2002)
- Students and internationalization (Lund 2003)

Although there is one central theme per seminar, topics from former seminars on student issues are usually also being readdressed in order to accumulate in-depth knowledge (see also the seminar overview at the HUMANE web-site: [www.humane.eu.org/4\\_sem\\_next\\_stud\\_is.htm](http://www.humane.eu.org/4_sem_next_stud_is.htm)).

The next seminar on student issues will take place in Gran Canaria, from the 19th to the 20th of November 2004. The theme will be: "Tuition fees and the university", and deals with the relation between the level of tuition fees and the organization of academic education. 'What is the effect of charging fees for access to the university?' In many countries the matter of charging fees is being discussed. This could lead to students having to take loans to finance their studies or having to find a job next to their studies. This could have a negative effect on the amount of hours students spend on their studies. The question is raised whether universities should feel themselves responsible for offering students possibilities to earn money – while taking into account the demands of the study program. This in order to prevent students from giving up their studies.

The above mentioned questions have already been addressed in the past, that is to say in the presentation of D. Owens, at the seminar in Rennes in 2001 (chapter 1 of his presentation). He describes the increasing financial problems of students and the way universities can offer support with the help of student services. He gives examples of Cardiff University, which has got a large Students Services Division. He argued that the access to the university can be stimulated with the help of ICT services. During the Gran Canaria seminar the above mentioned topics will be discussed – tuition fees, student services and e-learning – and they will be explored in detail.

The Gran Canaria seminar will also refer to topics addressed by A. Alonso-Sanchez in his presentation in Bologna in 2002 (chapter 1 and 2 of his presentation). Alonso-Sanchez discusses experiences at the University of Salamanca with the Total Quality Management system, which can be used to measure the quality of student services. In this presentation three sub themes come together: Quality, ICT systems, Student services and the question of how the university can offer the best support to students, with regard to their specific needs. The Gran Canaria seminar will partly focus on these topics.

## **THE ROLE OF STUDENT SERVICES IN A RESEARCH-LED ENVIRONMENT**

### **D. Owens, Cardiff University (UK)**

#### **The undergraduate student experience**

The research-led orientation of the University should not, and does not detract from the centrality of students to the university. They remain its *raison d'être*, and crucially, its source of funding. Cardiff University appears to be a popular choice with students, and there are few problems in attracting sufficient numbers of high quality. However, the student experience is changing in the UK in a number of respects, and given likely trends, will change more in the foreseeable future. These changes will pose particular challenges for Universities and student services.

#### **Finance**

The greatest change in the student experience in recent years, and currently one of its most noticeable features, is the emergence of student debt, and the contribution students (or their parents) must now make to their undergraduate careers. In recent years, grants for students (which did not require repayment) have ceased, to be replaced by student loans (themselves dependent on among other things, parental income). In addition, home students may be charged a portion of their tuition fees. As a result, students are increasingly likely to build up debt during their undergraduate careers so that, when they graduate they can owe as much as £10000. These financial demands, and the extra burdens imposed can lead also to emotional difficulties. To offset these expenses, students increasingly take on part-time jobs (though in Cardiff University the maximum recommended allowance is 15 hours per week during the semester), while the government has also provided sources of funding to offset hardship such as the ACCESS hardship funds and Hardship loans. Clearly the distribution of such funds falls into the remit of student services, though of necessity, this must be undertaken in conjunction with other administrative divisions in the University. The overall effect on the student experience is therefore the acceptance of the inevitability of debt, some initial exploration of means of reducing financial outlay (such as students staying nearer home for their studies), reliance on part-time work and perhaps in the longer term, a move to taking longer to complete a degree.

#### **Widening Participation and Life-Long Learning**

A key feature of recent government initiatives to broaden the base of student backgrounds, and make higher education available more widely have been associated with 'widening participation' and 'improving access'. The thrust has been to encourage those from backgrounds which are under-represented in higher education, such as those from the lower social classes or less privileged circumstances including, for example, lone parent families, to embark on academic courses in higher education. Statistics provide national comparisons between institutions of higher education, with, for example, Wales have a higher than average proportion of students for the lower social classes than England, though institutional variability is considerable. A recent system of bursaries for students who are over 25 has been established to help provide the financial wherewithal to attend University, but it is far too early to say if these will have any significant impact on patterns of admission to University and in any case, these are likely to benefit only a small minority of students. Clearly widening participation and increasing access will contribute to a more heterogeneous student body. But it may also give rise to a greater number of difficulties experienced by the student body, many of which, but by no means all, will be financial. Consequently, the implications for students and for higher education of changes to finance will be the greater, with consequent pressures on institutions of higher education to ensure the efficient and compassionate delivery of services in this area.

A further agenda of 'life-long learning' is associated in at least two different ways to the above. As well as the widening participation and increasing access agendas, there is also a thrust to provide opportunities for study throughout the life cycle, and move away from the perception that, for example, university is a once and for all experience for those in their late teens and early twenties. Provision of these opportunities is intended to make higher education more accessible for those outside that age group and who will find it easier to undertake shorter periods of study than required for a full degree. Such shorter periods of study should also be easier to reconcile with limited finances, though it will mean that institutions of higher education in the United Kingdom will need to consider part-time degrees in more detail and the establishment of institutional structures to cater for different types of arrangements. To that end in Cardiff University, the erstwhile Department of Continuing Education has been re-titled LEARN, a new post of Director (now occupied by a senior academic has been set up), and its activities are central to the strategic plan of the administration. Obviously the link between LEARN and student services is crucial, since so many of the students that

LEARN intends to attract will require support in various ways. However, this is only one vital relationship. Equally important are the relationships within student services so that finance, advisory, counseling, child care and eventually, careers can play their parts. Essential also is a Teaching and Learning strategy that encourages close liaison between the academic world, via, for example, personal tutors and the support services. Managing the interface between these different aspects of academic and pastoral care requires sensitivity and close attention.

## **DELIVERING QUALITY SERVICES TO STUDENTS WITHIN THE CONTEXT OF TQM EXPERIENCE AT THE UNIVERSITY OF SALAMANCA A. Alonso-Sanchez, University of Salamanca (ES)**

### **The system used to evaluate students' satisfaction and expectations**

In 1998, the Strategic Planning of the Management included Total Quality Management and a Hoshin Kanri methodology. These system goals complied with both the European Foundation for Quality Management (EFQM) and with the National Plan for Quality Assessment in the Spanish Universities (founded in 1996). In December 2001, we were awarded the Excellence Award from the Bureau Veritas Quality International and the Spanish partner of the EFQM that recognizes our TQM Management System.

This planning system opted to integrate all the information coming from users (students, their families, businesses, the university community in general) with a view to being able to carry out management on the basis of yield or production indicators.

Since 1991 the University has had a comprehensive questionnaire designed to assess students' perceptions of their teachers and the subjects taught with the aim of knowing where Departments can be improved. The Strategic Planning Program established another questionnaire system looking at students' satisfaction with academic services (including registration, libraries, the grant system, etc.). Finally, we developed questionnaires oriented towards students' families and different business companies that would assess our own quality in training and services and the quality of our graduates and their future opportunities in the job market. All this was integrated through teams devoted to improvement and the dissemination of results and statistical information within the organization. The design of the organizational structure, especially regarding academic services and research, placed special emphasis on the perception of the university community and of the public at large about our efforts.

### **Our experience in innovations in the academic services provided to students**

Some characteristics of the approach of the University of Salamanca:

- The "single window" principle: only one place to go in every campus, underpinning the Student Assistance Service, and carrying the Central Academic Services out of the central buildings to the campuses. An example is the creation of large macro-libraries (-cum reading rooms) on each campus, which integrate the earlier specific or departmental libraries. Also, the creation of Campus Administrations facilitates the coordination of academic management and of services and resources in general.
- The promotion of new technologies in students' relations management aims at simplifying student's paper work. Thus, we have reformed on-line academic services through the Internet, and have implemented a system of on-line suggestions/complaints/consultation boxes. The creation of Services Charters and of a Book of Style (of deontological content) stipulate the rights of students and the reaches and limits of the services and possibilities offered.
- The creation of the on-Campus Student Orientation Points, and the distribution of Student Information Terminals through which students can gain access to their own academic information by "smart cards", etc. We are also enhancing the figure of the academic counselor, who offers a combination of psychology, job assessment, and academic orientation in general. There is one on each of the campuses and another centrally-based one (Student Orientation Service) and who travels across the different campuses and centres. The "smart" card is an initiative that combines easy access to services for students and the possibility for them to access their own academic records through Internet terminals in certain buildings.

### **Conclusions**

This structure, designed to improve quality in student affairs, completes the cycle of the TQM experience undertaken by the management of the University of Salamanca, based on three basic principles:

- Promote qualified professionals for the student services, by a Training Program.
- Increase customer orientation in the University, with questionnaire systems, participation councils, suggestions and complaint boxes, and on-Campus centralized services.
- Quality assurance in the services with ISO 9000:2000 systems in libraries and new technologies units, and principally by the EFQM Model of Quality Assessment of the system management, which provides regular external audits.

This completes a brief synopsis of our efforts at improving the quality of Student services at the University of Salamanca.

## 9. Winter School Alumni – a New Network

Here is a short report on the initiative to develop a network of the ESMU/HUMANE Winter School for all of their alumni. The initiative originated at the first Winter School in Barcelona 2003. Since then there have been study visits (between Vienna University of Music and London School of Economics), a successful follow-up seminar in Karlsruhe and a second Winter School in Barcelona.

After the seminar in Karlsruhe, five alumni took the initiative to prepare a second follow-up seminar in Bologna, to be held in November 2004. The idea of creating a network came up at the same time. With help and advice from Nadine Burquel, the members of the Winter School steering committee and Ruud Bleijerveld, we further developed this idea. The central idea behind this scheme is that all those involved (HUMANE, Winter School, alumni) should benefit.

A brief description of the aims, set-up and possible future activities of such a network:

- -to develop and provide follow-up to activities initiated by the Winter School
- -to create a Network of “practioners” (senior administrators)
- -to exchange ideas, experiences and increase the knowledge and skills of alumni

From the point of view of HUMANE the network could represent:

- an added value (new asset) to the Winter School
- a way to ensure future HUMANE membership
- a resource for specific research projects (themes addressed by the network in seminars and concretized into outputs.)

There will be a broad range of activities to choose from for the alumni such as:

- organizing one or two seminars a year on special topics
- organizing and supporting certified study visits and exchanges to other universities and Higher Education institutions
- identifying themes and setting up working groups
- working on specific research projects for HUMANE
- arranging activities leading to concrete output (short reports of “good practices”)

The HUMANE Executive Committee and Round Table and the Winter School Steering Committee approved this proposal and plan to support this idea.

As an initial project there will be a presentation from an alumna at the HUMANE seminar on student fees, giving an overview of student fees in Europe and an analysis of the consequences of their introduction.

The next steps are to:

- develop a quality assurance framework for study visits (“HUMANE certification”)
- develop further details of the network including finances and management
- take decisions with all the alumni at the seminar in Bologna and coordinate them with HUMANE and Winter School.

We hope to provide you with the latest on this new project in the near future.

Thomas Estermann, University of Music and Performing Arts Vienna

## 10. H. E. E. Consulting Group - Update

In the past half year the database of experts grew steadily. H.E.E. now possesses over 120 CV's of experts in various fields of management in higher education and research. The database is presented to various Directorate-Generals of the EU, and also to the national government in the Netherlands.

A number of experts helped to develop project plans and proposals, for instance in the field of management development and human resources management, in the field of international student marketing and in the field of technology transfer.

The development of the MBA programme Management in Higher Education and Research has continued. At the moment the business plan is being finalized. Also, a first client is making use of technical assistance for the organization of a Network of Excellence, funded in the sixth framework programme of the EU. An international assessment of the quality of an Austrian university is being prepared, and will be done in June/July.

All of the energy in H.E.E. is used to do presentations, develop proposals for potential customers and the like. It is expected that a number of them will be awarded after the summer. They will lead to projects in the field of student marketing, quality management, (the implementation of the results of) benchmarking exercises, and so on.

The summer will be used to develop two project plans to be submitted for funding; one in the sixth framework programme and the other in a programme of DG Education. The first plan concerns development work in the field of the international mobility of researchers. The second plan concerns the development of a guide on European universities for BA students who want to do a MA programme abroad. The basis of this project is the Keuzegids Hoger Onderwijs (Choice Guide) that has been developed in the Netherlands some years ago. In July the shareholders of the company – the chairman of both ESMU and HUMANE - will meet and discuss the future of H.E.E. This will be done on the basis on an evaluation by E. Ahonen, and a future plan that is made by the director of the company. The decisions taken will be reported to you.

If you like to receive further information about projects or activities of H.E.E, please feel free to contact the director: [ajnijssen@wxs.nl](mailto:ajnijssen@wxs.nl).

## 11. HUMANE Bank News

HUMANE asbl is now completely financially independent from ESMU. One practical change is that HUMANE now has a new bank account, the full details are:

IBAN Code: BE35 3101 8025 0237 BIC Code: B B R U B E B B  
Account Number: 310 – 1802502 - 37  
Account Name: HUMANE ASBL  
Bank: ING, Marnix Business Branch, 1 Rue du Trône, B - 1000 Brussels

Please may we remind you that since 1st January 2004 HUMANE does not accept cheques for payment due to the very high bank charges. International electronic Euro transfers using the IBAN and BIC codes are either free of charges or only attract a minimal charge.

## 12. HUMANE Friends

As detailed in Bulletin 12 some former HUMANE members have asked to have opportunities to meet current and old members. The idea has been developed and discussed firstly by the HUMANE Executive Committee and finally the Round Table in Maastricht.

The Round Table has agreed to support HUMANE Friends in principle. It is to be limited to a social gathering of previous members of HUMANE attached to the HUMANE Round Table.

We are pleased to announce that a working group of former members of HUMANE have agreed to steer the initial development of HUMANE Friends. Led by Ian Powell (former member from the University of Exeter) supported by Jorge Baptista Lopes (former member from the University of Aveiro) and Sinikka Mertano (former member from the University of Helsinki), backed up with administrative support from the HUMANE Secretariat.

A letter from the HUMANE Chairman inviting previous members to take part in HUMANE Friends has already been sent to the last know address of previous members. This has had a positive result with some 19 Friends having signed up.

The first meeting of HUMANE Friends will take place in Paris, attached to the Round Table, May 27th to 28th. Friends will have the opportunity of having a social programme and then joining Round Table colleagues for meals. A newsletter will be sent to Friends at the same time as this Bulletin is released.

If you know any former members of HUMANE who may be interested in HUMANE Friends please give the details to Tim Evans who will follow it up.

## 13. HUMANE Website



Over the last few months the website has been updated with the full texts of presentations in the seminars held, but we could not track them all down! If you possess a presentation not yet featured in the overview, please send it to the Network Manager, Hans van Dam ([h.vandam@uva.nl](mailto:h.vandam@uva.nl)).

The full texts are in the members only area. You can access that part using the username humane\_member and the password humane2003. Please feel free to suggest improvement of the website. It is there for you. We will place more links to activities of other organisations such as IMHE and EUA.

In the future the HUMANE web site will be utilised as much as possible. From now on we will not print any more some usual annexes to the Bulletin, but place them in the website only. If you have trouble to download and or print them please contact the Secretariat and ask to send it to you by mail, or the Network Manager when you get error messages

## Annexes

As a move to maximise the possibilities of the HUMANE web site ([www.humane.eu.org](http://www.humane.eu.org)) the annexes to the Bulletin will be available as a download only. If you have trouble to download or to print them please contact the Secretariat and ask to send it to you by mail, or the Network Manager when you get error messages

Annexes to this Bulletin are:

- Annex 1 – Contacts for Executive Committee and Round Table Members
- Annex 2 – Election procedures and news
- Annex 3 – Membership evolution, which tracks membership numbers over a number of years
- Annex 4 – The conditions for seminar attendance
- Annex 5 – Seminar registration form

Hans van Dam  
Network Manager

Tim Evans  
HUMANE Secretariat



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