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Colophon

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A word from the Chairman

2004 has been a landmark year for HUMANE, not just in the formal sense, because we have gained legal status under Belgian law, but also – and more importantly – because of the continued healthy growth in membership numbers and participation in our activities.

The number of universities on the membership list has now passed the 200 mark – an outstanding achievement in the current economic climate, which is forcing every university in Europe to take a long, hard look at the returns on its financial expenditure. I'd like to make special mention of the increase in the number of Spanish members. It is deeply gratifying to see southern universities actively engaged in steering the development of university management in Europe.

I'd also like to point out that three national umbrella organisations of university managers (from Denmark, France and the Netherlands) have joined as associate members. We have already had the pleasure of welcoming their delegates at various seminars.

However, it is not only the membership that is growing (an important but passive development), there has also been a sharp rise in the number of participants in HUMANE activities. The seminar in Pavia was over-subscribed and the seminar in Gran Canaria was attended by the maximum number of participants. This prompted the Executive Committee to re-open the question of maximum numbers of subscribers. We decided to respect the principle that all participants must be afforded ample opportunity to join in the discussion. We felt that this principle would be compromised if the maximum number of subscribers was more than 30. If it turns out in 2005 that some seminars are over-subscribed we shall think about organising more seminars.

The last time I wrote, I mentioned the successful HUMANE-ESMU Winter School 2004. I am now in a position to tell you that, as in previous years, the Winter School 2005, which will again be held in Barcelona, is over-subscribed. Only the very best candidates will be admitted. This will be decided on the basis of their curriculum and the information provided by the relevant HUMANE member. We were delighted to hear that the course has given so much value for money in the past three years that our members apparently have no difficulty in choosing where to send their 'potentials' for an upgrade.

The new network that has emerged from the Winter School – consisting of Winter School alumni – has held its first event. Under the inspiring leadership of Thomas Estermann (from the Universität für Musik und Darstellende Kunst in Vienna) it organised a successful seminar on change management in Bologna. At the HUMANE seminar in Gran Canaria one of the former Winter School participants delivered an excellent talk on student fees.

In the coming year HUMANE will provide the new network with some infrastructural support via the ESMU office. As you already know, HUMANE has developed a new activity in addition to the seminars. I refer, of course, to the study trips. By now, all of you should have received study trip information by e-mail or 'good old-fashioned' post. Again, the quality of the 'product' is of paramount importance. To find out the level of interest in a study trip in 2005 a questionnaire was sent out, which also served as a market survey. The initial response suggests a lively interest, particularly among frequent visitors to the seminars. The outcome of the questionnaire will determine whether a HUMANE study trip will be organised for the first time in 2005. We shall bring you up to speed on further developments in the near future.

We expect that the collaborations with other network organisations in the European Union will demand more and more of our attention. In talks with the Chairman of the EUA and the OECD/IMHE we agreed on how to prevent overlaps in activities. We have made a start by taking this on board when planning our activities. A dialogue has also opened up to find ways of strengthening the different organisations through partnership.

Finally, I wish to inform you that at a meeting with the Chairman of the ESMU Deans Network (with participation by over 170 faculty deans) the proposal was put forward to organise a joint seminar on a theme that would interest both the deans and the HUMANE members. The idea was to hold a collective debate in 2005 on the decentralisation of university management and policy.

Our primary means of communication – the website – needs ongoing attention in terms of technology and design as well as content. Almost all the seminars are now in the website register. All presentations, if possible with the full text, can be accessed in the members-only part of the website. We intend to simplify the log-on procedure for members in 2005. Hopefully, recognition of your e-mail address will then be sufficient to secure access.

I would like to say a special thank-you to Esther Langen (Universiteit van Amsterdam), Hans van Dam (network manager) and Koen Tilly (ESMU webmaster) for all their excellent work in maintaining and upgrading the website.

And, of course, another special word of thanks goes to all of you. Without the support of its members HUMANE would not be where it is today.

All that remains for me now is to wish you and your university a prosperous 2005. I hope that the festive season will be a happy time for you and your loved ones and wish you every success in the New Year.

Ruud Bleijerveld,
Chairman, HUMANE Executive Committee

1. 2005 HUMANE Seminars and Round Table Meeting

The programme 2005 is fixed, but at the moment of publishing this Bulletin, the overview of speakers and subtopics of the seminars was not complete yet. The missing information will be published at the website as soon there is some new information, so check the website regularly. When the venue is far away of an international airport we provide already some travel information. On the next pages are two detailed seminar descriptions, of the Groningen and the Warsaw seminar. The information about this third seminar is already described here because it's the first seminar to be held in a new EU country. The information about the Warwick seminar will be published on the HUMANE website as soon as possible.



Stockholm

Seminars and Round Table in 2005:

- The first seminar is 1-2 April in Groningen, and the theme is Financial Management, especially Intellectual Property, Research Overhead and VAT. This seminar will be the open seminar, meaning you can bring a head of a department with you.
- The second seminar is 29-30 April in Warwick, and the theme is Human Resource Management, especially Personnel Regime & Career.
- This year the meeting of the Round Table is between the second and third seminar, because of the location of this third one. The RT is from 27 to 28 May in Paris. The business meeting on Friday is for the elected representatives, but the Saturday theme is open to all members. The Friends will join us at the social programme on Saturday. The theme will be 'profiling' and we will also pay attention to cooperation with other organisations as EUA and IMHE. The Winter School Alumni will also present themselves.
- The third seminar is 17-18 June in Sweden. The theme is Governance and Accountability, especially about merging, major changes and leadership. This seminar will be hosted by 3 cooperating universities, those of Stockholm, Lulea and Umea. The venues will be in Stockholm and a joint Institute in Kiruna at the Polar circle. We will fly together at Friday evening from Stockholm to Kiruna and enjoy the Midsummernight. Because of this the timings of the seminar meetings on Friday (in Stockholm) and Saturday (in Kiruna) must a little be adjusted compared with the usual frame, and we are thinking of extra optional activities. More details will be published at the website and through the discussion list.
- The fourth seminar is 23-24 September in Warsaw. The theme is Management of Change, with the following topics: the effects of becoming a member of the EU for the Central and East European countries, the relation between the new EU countries and Brussels, the advantages and disadvantages of the new EU programmes, and an exchange of experiences between the new EU members. We will try to do some marketing for membership in the new countries through this seminar.
- The fifth seminar is 21/22 October in Vienna. The Theme is ICT and Information Management, especially Front-office/Back-office, and exchange of data with others.
- The last seminar is 18-19 November in Valencia. The theme is Internal Structures & Quality. As subtopics are mentioned: Benchmarking & Audits, Public or Private Auditor, role of the State Auditor and QA in Administration.



Warwick

GRONINGEN SEMINAR: FINANCIAL ISSUES AND RESEARCH CONTRACTS 1-2 April 2005

Everywhere in Europe, research contracts count for more and more of the financing of higher education institution laboratories. Even for public institutions the part of the income brought by contracts with firms or with European institutions grows in the total budget while as far as Government subsidies are concerned, the part of lump sums for the research budget is tending to decrease or to be replaced by contract oriented specific subsidies.

As a result of this, Universities and other HEI are led to implement a more professional approach to research management in their organization towards research issues.



Groningen

The general topic of the Groningen Seminar will be to get the most comprehensive overview of how the European Universities are adapting themselves in order to face this challenge. In particular it should be useful to begin this seminar by giving a range of country presentations underlining the main relevant issues:

1. **Structures and organisation:**

What kind of specific structures the Universities and other HEI's have set up to manage research contracts: Internal specialized services, private subsidiaries, subcontracting agencies, non profit organizations? What are the relationships between these new structures and the more classical university services?

2. **Skills , know-how and human resources:**

3. Are the Universities able to get the new skills and know-how they need to adapt they way of functioning to their new « jobs »: commercial, marketing, specialized accounting, management monitoring, legal and intellectual property issues? Did they succeed in specializing people in negotiation with firms and European institutions?

4. **Legal and fiscal issues:**

5. Were specific legislation and regulation has been settled in the different countries in order to encourage the collection of private funding? Is the research contract income (and profit) submitted to commercial taxes: V.A.T., income tax, local taxes? And did the HEI's take advantage or find disadvantages of the evolutions experienced in these fields?

6. **Costs and overheads:**

7. The decreasing of lump-sum research financing obliges the Universities to control precisely the research costs. Did the Universities succeed in the settlement of cost management tools, management dash boards and management accounting systems in the field of research? What about the difficulties and efficiency of these tools?

8. Research contracts should be self financed but they should contribute to the general functioning of the university. What kind of overheads the university is allowed to levy on the contract income? How those overheads are managed and what for they are used? What about the European contracts in particular?

WARSAW SEMINAR: MANANAGEMENT OF CHANGE 23-24 September 2005

The central discussion topic at the Warsaw Seminar will be the effect on universities of the accession of Central and Eastern European countries to the EU.

The introduction of the Bachelor-Master system, though not directly related to this expansion, has implications for us all – including the new member states. So, how will it affect university management?

An issue still to be discussed by HUMANE is how the business community will respond to the new degree system. Will it make universities more transparent to the companies who employ our graduates?

One intriguing question is whether the Bachelor's degree will become embedded in society and, if so, how? Will many students leave university once they have gained it?

The second topic for the seminar relates primarily to the universities in the new EU member states. How much of an impression is Brussels really making? Have the 'old' EU member states become more accessible to researchers and students? How is the new set-up influencing relations with the former Soviet republics? Have these non-EU states become less accessible? Are more students and researchers coming to other EU countries than in previous years? And is there an influx of students and researchers from other EU countries to the new member states? What obstacles are hampering this two-way mobility and how can they be resolved?

When these new countries joined the EU, the Tempus Programme – which had helped to form many inter-university partnerships – was replaced. The positive and negative effects of this transition can be discussed at the seminar.

In another few years the EU will again welcome new member states. Clearly, it is important that we use the experience from the present expansion to prevent the same mistakes from occurring all over again. The seminar will present an excellent opportunity for formulating university-related recommendations for Brussels and the newcomers.

As you see, this seminar covers a broad range of important issues. We would therefore greatly appreciate papers and presentations relating to your experience with the European Union.

2. 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

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.

3. HUMANE Study Visits

At the beginning of this year the idea arose to develop a new activity within HUMANE: the organisation of HUMANE study visits. The plan is to visit a university which has gone through a very successful process or who has achieved a very high quality standard in certain fields of university management.

A questionnaire was set out among the HUMANE members to hear their opinion about this idea and how they would like to have the study visits organized. So far – until mid-December – we have received around 60 responses. Until now the reactions about the idea were positive, almost every respondent thinks it's a good or even a very good idea to organize HUMANE study visits and agrees with the proposed programme. The positive results gave reason to the decision to organise two pilot study visits in 2005: one for members only and one for small teams per university. The complete results of the questionnaire will be published on the website before Christmas.

4. German decoration



Ruud Bleijerveld from the University of Amsterdam will receive a decoration (the 'Verdienstorden') on the 21st of December, from the German state Nordrhein-Westfalen. Bleijerveld receives the decoration because he has been active for years to stimulate cooperation and exchanges between the policymakers of German and Dutch universities.

Being the president of the National Platform of Secretary Generals (LSO), in the mid-eighties Bleijerveld took the initiative to start regular meetings with the colleagues of the universities of Nordrhein-Westfalen. Until then, contact on a structural basis was limited mainly to the executive boards. The contacts between the secretary generals resulted in regularly organised meetings, followed by study visits and staff exchanges.

5. ESMU-HUMANE Winter School for senior administrators



Barcelona, Spain - Venue of the 2005 ESMU-Humane Winter school

The **second edition** of the School took place at the Universitat Politècnica de Catalunya (Barcelona) from 29 February to 6 March 2004. Thirty participants recommended by HUMANE members were selected by the Steering Committee. The **third edition** will take place in the same location from 6 to 12 March 2005, with another group of thirty candidates.

Designed for senior managers in European universities, the School develops 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. This involves integration of academic and financial issues with human resource strategy, ICT and space management. It follows from HUMANE's focus on the practical implementation of strategy and policy and the sharing of good practice.

The typical candidate is someone with the potential to become a head of administration in the foreseeable future, but who may not yet be a deputy or senior colleague. He or she may be an expert or a specialist who has the potential to broaden responsibility and move in due course to a senior management position.

The one-week format combines presentations and case studies on particular themes from high profile facilitators, with work in teams on a major case study, analysing data and policy options for a university, drawing on various disciplines involved in finding solutions to the problems. At the end of the week, work on the case study is presented to a Jury.

The School is chaired by Christine Challis (former HUMANE Member and Secretary of London School of Economics, also ESMU board member); Steering committee members are Rafael Zorrilla (Carlos III Madrid), Dietmar Ertmann (Karlsruhe), Trevor Field (Aberdeen) and Nadine Burquel (ESMU).

Linked to the School is a powerful alumni network which is organising annual seminars and university study visits.

Nadine Burquel
ESMU-HUMANE Winter School Manager

6. Past seminars

In the past seven years of existence HUMANE organized many seminars, and you can find an overview based on topics at http://www.humane.eu.org/2_sem_themes.htm. In Bulletin 13 (July 2004) we started to look back at seminars on the same topics as those for the seminars next half year, and to publish one or more of the full text contributions in one or more of the seminars held. In this edition the contribution of V. Ilmavirta in the Helsinki seminar of 1999 (http://www.humane.eu.org/5_down_hel.htm#creative) was chosen for the topic 'Finance', for the topic 'HRM' the contribution of B. Hoogewijs in the Ghent seminar of 1999 (http://www.humane.eu.org/members/3_fulltxt_hoogewijs1.doc) and for the topic 'Governance' the contribution of our very active member Gaetano Serafino, who had to leave HUMANE: http://www.humane.eu.org/members/3_fulltxt_serafino.doc. So we have two very old and one very recent contribution.

CREATIVE INVESTMENT IN INNOVATION MANAGEMENT

Veijo Ilmavirta, Director, Helsinki University of Technology

Universities have long been the main organizations creating new innovative knowledge for social and economic development. Today's society and private sector create increasing demands on the universities regarding their know-how services. Universities are now more clearly extending their activities towards a heavy committed and long-term business partnership with industry and SME's. In Finland industrial co-operation is now an essential part of everyday activity, particularly in technology-oriented universities. EU R&D programmes have accelerated this development and have also trained us to work with international industry and companies in Europe. Thus for most Finnish universities working in global co-operation, international consortia and forming strategic alliances of many kinds are common practice today.

Some universities already realize the importance of protecting their commercial intellectual property rights (IPR) and know-how. They have already taken steps towards modern technology transfer, which includes holding their own patent and licence portfolio and selling their know-how. These activities increase and diversify the role of universities in business co-operation and the development of the information society. Until now universities have had a recognised status as a producer of knowledge, which has tended to prevent scientists and the university from benefiting even from remarkable inventions or taking part in the product development processes. Usually the private enterprise involved in a project has received the industrial rights and on that base and on their own risk have developed new products, processes or systems. Because of this policy the role of the universities has been of minor importance on the patent market. I am sure in the future the top universities' mission will be active holding their own patent and licence portfolio. Finnish industry and business nowadays require increasing flow of high-tech and know-how from universities, since relatively few companies, like Nokia, have their own research laboratories. They mainly buy R&D services from universities and research institutes. Because of that the external funding or extra budgetary funding of research is now very high (over 70% of total funding in some cases), especially at technical universities. Even at more traditional multidisciplinary universities this is rapidly growing to over 40 %. More than one half of the total volume of research at the Helsinki University of Technology (HUT) is performed in complete partnership with industry and companies but also with SME's.

Example of The Helsinki University of Technology (HUT)

On 1 August 1998 HUT founded a new institute, Otaniemi International Innovation Centre.

The aims of the new institute are to:

- bring together all the services researchers of HUT would need (the "One Stop Shop"),
- have more effective co-operation within university laboratories and with partners outside the university
- gain more benefit of synergy
- have better and more reliable management of innovations
- have more power and quality for competition
- have more effective marketing of university know-how.

The activities of OIIC are:

- Research and liaison services
- Contract management of HUT
- Search and evaluation of innovations
- Protection, management and marketing of innovations
- International marketing of Otaniemi Science Park
- Business services and Spin-off support
- Career services and Alumni.

In order to realize such an large investment of money and human resource the university should have a strong IPR and innovation policy adopted by all members of the academic community. Key targets of the policy, which should favour HUT researchers, are:

- Strong commitment to cooperate with industry and companies so that mutual investments are possible
- Commercial exploitation as an essential activity of university - HUT also as owner of IPR
- Protection of innovations in cooperation with researchers
- Researchers acknowledged as inventors - this puts an obligation also on industry
- Bonus and innovation fees will be paid mainly to inventors and to their laboratories
- University will charge a smaller bonus and the real costs of protection, marketing etc.

Lessons

1. The University should invest on technology transfer of know-how.
2. "Business" activities and extensive external funding should be mainly focused on the strongest key areas of academic knowledge of laboratories, not dispersed on marginal areas.
3. Co-operation where both partners (researchers and university) benefit is the way to sell the new idea of technology transfer. No resistance will occur if you can demonstrate the benefits and do all this!

4. The new practice of OIIC has been a good example to some other fields of institutional activities of HUT, i.e. new kind of co-ordination has started within OIIC, international office and student studies office. OIIC is today also a "model" for other Finnish universities to create their innovation system: a national innovation project has been started by the Council of Finnish University Rectors.

JOB CLASSIFICATION FOR THE SUPPORT STAFF OF GHENT UNIVERSITY

R. Hoogewijs, W. Musschoot, D. Van Haelter

Concrete implementation

To accelerate the development of the human resources policy envisaged at Ghent University, an external senior adviser was hired in 1999. His mission is to follow and guide the whole process closely. Within the Personnel Department a specific 'personnel management' section was set up.

In summary, we can say that effective and efficient intake, career movement and outflow systems are being developed. The necessary attention for suitable communication and information campaigns for employees is an essential feature, to be maintained throughout the whole duration of the project of change.

A job classification process was initiated to classify all support jobs into a limited number of categories, depending on the added value they bring to the university. Presently Ghent University like most universities lacks a fixed benchmark for job classification. Until now, new personnel have been recruited on the basis of a specific level and wage scale, according to the level of the diploma required. However, once recruited, employees do not get sufficient insight into their expected career trajectory. Even though promotion provides access to higher levels and wage scales, there are no clear limits to promotion, nor are there any clear criteria to be met for effective promotion. Therefore there is a real need for a benchmark against which employee levels and wage scales can be measured more objectively and which would clarify career development opportunities. Consequently the job classification project seeks to offer a transparent career structure to the support staff, who will then gain a better understanding of the course their career is likely to take, their promotion opportunities and conditions, etc. In the future this system will offer personnel two types of promotion opportunities: the first are horizontal, i.e. moving forward as it were within the same functional career on the basis of seniority and positive assessments, subject to a framework of job levels and wage scales from junior to senior. However, this type of promotion will not cause its beneficiaries to leave their own job category. The second group of promotions, which may be called vertical, involve going to a higher job category: here employees gain access to a vacancy in a higher category following an assessment of their potential. Obviously this implies added responsibilities and higher job levels and wage scales.

Job survey (job description and job ordering)

The first phase includes a thorough preliminary job survey based on job descriptions. Such job descriptions are the foundation for recruitment & selection, performance assessment, job rotation, training and learning, job level and wage scale setting, promotions, etc. Although job descriptions have in many cases already been written for recruitment, performance assessments and promotions, the university has decided to systematically draft new descriptions. The reason for this is that it is thought that the existing job descriptions, made for other purposes, are not always realistic. Currently, new job descriptions are being drafted for about 1300 staff, on the basis of a job information form to be filled in, first and foremost, by the staff concerned. The form is meant to describe the job rather than the jobholder, who will be required to describe his or her job as it is carried out in reality, objectively and factually. The job information form is a result of testing within a pilot group. Obviously, the filling in of the form by all personnel concerned is labour intensive. We might also have chosen a sampling approach or a direct analysis by department heads, but it was felt that the inclusion of the entire staff would bring greater personnel acceptance and involvement.

At the second stage we will check the job descriptions and have the jobs arranged in a rudimentary fashion by the department heads concerned as well as a number of direct collaborators appointed by them (the personnel management department is to supervise the entire operation). This should allow a regrouping of approximately equivalent jobs within the same category. In a next stage a university-wide job assessment committee will be able to fall back on this primary structure, for instance to check for the presence of any strong contradictions between the final job valuation and the job image presented by the heads of department directly involved within this very broad job ordering.

Job valuation

Job valuation is a systematic process assessing the value of a job. Each job contributes in some way to the university goals in general and those of the specific department concerned. However, even though any job should be important in order to exist, some jobs are obviously more essential than others. A job assessment committee will be set up to deal with job valuation and classification. The first task of this committee will be the determination of "typical" jobs, i.e. frequent jobs that are universally recognisable and the content of which is beyond questioning. These typical jobs should then serve as a reference for the placement of other jobs. At this stage too we will need to ensure that the assessment relates to the job and not to the jobholder. The actual job valuation is to be based on the so-called marks method, an analytical and quite objective method usually experienced as fair by the interested parties. It constitutes a good basis for the subsequent classification of jobs into job categories. This method involves the determination of job criteria and scales

within each job criterion. Not all job criteria have the same importance; they therefore do not necessarily possess the same value or "weighting coefficient". The job assessment committee, supported by an external job classification specialist, will determine the weighting coefficients, the scales and the scale points.

Job classification

With the actual job classification we reach the third and final stage, where jobs are classified into so-called job categories including jobs of comparable value. There is no need to say that this is a delicate phase, as the limits set here will ultimately affect wages; it should be noted, though, that the university does not intend, whatever the result of the job classification, to lower the wages of personnel from their present levels. However, classification into a lower category will affect subsequent promotion opportunities. As this process is a highly delicate one, we obviously need to build in an appeals procedure.

The aim of job classification is more than a one-shot project. Considering the ever-evolving context within which the university operates, the job assessment committee will be convened regularly. Indeed, there will be an abiding need to handle essential changes in existing jobs, new jobs and job classification reviews. The first round of the job classification effort should be completed by September 2001.

As stated earlier much attention is devoted to information and communication campaigns. At the policy level, a steering committee follows up the project. The information to the "grass roots" flows both to the personnel directly concerned and to the department heads as well as to the labour unions. The increased attention of the central administration for the operation of the various staff at faculty level has already yielded a positive response to the whole initiative.

Outsourcing recruitment

Recruitment involves attracting applicants and choosing new staff by means of a comparative selection procedure. Until now the personnel department and an internal selection committee have dealt with the recruitment of support staff paid from primary funding to the university. Although the quality of current recruitment is fairly good compared to the recruitment procedures used formerly, there is nevertheless some pressure to review the procedure. Indeed, the existing recruitment procedure is especially labour-intensive; it is too much based on conventional examinations and too heavily geared to knowledge. The need is felt to adopt a real professional approach according to state-of-the-art selection techniques. As we do not intend to burden our academic staff with this task, or to recruit specialised personnel for this purpose, we are now engaged in the selection of an external firm that will manage new recruitment from the next academic year onward. They will bring into play up-to-date methods, including assessment centres, behavioural interviewing and modern tests that test the applicants for relevant knowledge, skills, attitudes and specific competencies. Only the ultimate selection from a limited pool of applicants preselected by the said firm will be left to the department concerned where a vacancy has arisen.

It is hoped that bringing in an external firm will lead to (even) better recruitment and that the lag time between announcing the vacancy and actual hiring will be dramatically decreased. Even if we take into account the existing obligation to publish a public vacancy, a lag time of 2 months should be feasible. In the worst case the process may take more than one year today.

Welcoming of new staff

Within the overall scope of integrated personnel management, Ghent University is developing a smaller project to welcome new personnel into its organisation. Until today this welcoming process of new staff has mainly taken place in the department directly concerned. In some cases introduction activities are quite developed, but sometimes the very essence of welcoming is lacking by any reasonable definition. Welcoming activities at the level of the department concerned remain crucial, but more than ever the process will be followed up by the central personnel department. Moreover, we want to devote more attention to the university-wide welcoming as organised by the personnel department. A specific introduction afternoon, offering customised websites (portals), etc., should boost the socialisation process of new staff and lay the groundwork for strong job motivation and a long-term commitment to the RUG.

THE ROLE OF THE REGISTRAR IN THE ITALIAN UNIVERSITY MANAGEMENT SYSTEM: TRULY A MANAGER OR JUST AN EXECUTOR?

Gaetano Serafino, Università Degli Studi di Pavia (IT)

The new role of the Registrar and of Senior Managers

It stands to reason that the new "organisational models" envisioned by the legislation that introduced university innovations, were meant to gradually reform the system of governing and managing public administrations including those of universities. They were specifically designed to highlight the important role that certain key skills of university Registrars and senior managers play in Universities.

The Registrar and Senior Managers as (general) managers

The new organisational models must be strongly oriented towards a managerial or functional subdivision of tasks to be carried out between staff and line offices and services. They must also bring about a better use of human, financial and technological resources and a more functional link between the requirements of overall

unity in objectives, management and control of the University's central bodies (general and strategic management) and those relating to the managerial autonomy of teaching, research, administrative, financial and technical structures of the University itself (sectoral and operational management).

It is necessary to reorganise and strengthen staff functions which provide direct support to strategic planning, decision and control activities of the Universities' leading bodies. It is also necessary to strengthen line functions designed to implement programmes and decisions within a framework of efficient and effective fulfilment of short, medium and long term objectives that satisfy end users whether internal or external.

A necessary transition phase is underway in Italian universities between, on the one hand, old models of ministerial origin, which are heavily characterised by excessive centralism and hierarchical goals and attachment to functions, job functions included, and, on the other hand, new organisational models based on responsibility in roles, delegation and achievement of planned results.

This phase which in itself is quite complex and in any case inevitable in any change is made more difficult, and is indeed in danger of protracting itself further, because of the insufficient awareness both on the part of the Administration and staff in general of the new and greater role – powers, skills and responsibilities – that have now for quite some time been attributed, in general, to the technical and administrative personnel in the University and in particular to those with the legally recognised position of senior manager.

There can be no doubt in this respect that without a strong awareness of the significance attributed by the reforming Italian Parliament to the professional development of human resources in the organisational and management system of public administrations, universities included, no plan for change nor any innovative organisational model will be able to supply the expected results.

Current internal government systems (in particular Charters and Regulations relating to Administration, Finance and Accountancy) and the current ways of applying them formally (or in practice) entrust the governing and sub-governing bodies (Rector, Senate, Board of Administration, mixed Senate and Administration Board committees, Giuntas, Pro-Rectors and Rectoral Delegates) with the powers and responsibilities for a large number of actions that are merely concerned with day-to-day management, including the adoption of many administrative decisions vis-à-vis third parties that are binding on the administration.

On the contrary, the new institutional framework, both from a legislative and financial standpoint must induce Italian universities to adopt organisational models which are increasingly based on delegation: greater skills, greater responsibilities entrusted to general, sectoral and operative management.

Universities need to become increasingly competitive in training and research markets and, to this end, need to provide themselves with the internal and/or external personnel with appropriate professional skills. This personnel must be really able to develop innovation autonomously, to achieve economies of scale, to create systems and to procure resources which are additional to those coming from taxpayers' contributions.

Universities need to provide themselves with systems for selection, recruitment, training, personnel mobility and career development as well as personnel rewards systems, based on financial incentives. These systems should be based above all on the identification of criteria of merit rather than criteria based on the achievement of a specific number of years of service.

It is obvious in this respect that University Administrations must seek to bring in greater financial resources and allocate them in their budgets in such a way as to achieve a more coherent and effective contribution to and, indeed, start to a programmed and continuous process of professional and personal development. There can equally be no doubt that many of the current deficiencies and critical organisational aspects of the system derive from an approach to the organisation and management systems of universities which are still too heavily tied to management systems and behaviours typical of the State's 'peripheral' administration.

This approach makes it particularly difficult to change from one model to another. The change involved is from a highly centralising vertex-oriented organisation of work, which is historically related to the development of activities, the majority of which are predefined and characterised by a limited degree of autonomy, to an organisational model based on delegation, which entails the definition by the governing bodies, strategic management and general management of development plans, objectives to be pursued, effective planning instruments, allocation of resources over a number of years, assessment of their use, assessment of the results achieved by Senior Managers and the operational administration.

Conclusions

Some Universities (in actual fact very few) are heavily inclined to creating a system of "governance" based on a precise distinction between the roles played by the Senate (strategic management), the University Board and the General Manager (general management) and senior managers and other managers in charge of the individual service structures (operational management). The Charters of some of these Universities, for example the University of Bolzano and the University of Trento establish different roles for a) the Rector, who presides over the Senate Board and who governs the University without interfering with the University's administrative, financial and technical management and who may be chosen from among the professors serving at the University itself or from other Universities including those in other countries, b) the President of

the Administration Board who is the legal representative of the University and who appoints the Registrar, and c) the Registrar, who acts as a general manager. The Charters of other universities, for example the IUAV, the Institute for Architecture in Venice, provide for Administrative Boards and/or slimmed-down Executive Boards which are almost entirely "lay" bodies made up, that is, of members from outside the University and including virtually no representatives from the University or from specific categories from within the University. Nevertheless, most Universities, indeed the vast majority, do absolutely nothing to align their Charters and management systems in such a way as to bring them into line with the new principles that have been laid down by the Italian Parliament or to comply with the new requirements of professionalism and organisation in their administrative systems.

7. Winter School Alumni Network



Here is a short report on the further development of the ESMU/HUMANE Winter School alumni network, as a follow-up to the report in the last bulletin.

During this summer the Alumni steering group developed together with the HUMANE executive committee and the Winter School steering committee a guideline for certified study visits for alumni of the HUMANE/ESMU Winter School. Based on the experience of three visits so far (Visited institutions: London School of Economics, University of Music and Performing Arts Vienna, Vrije Universiteit Amsterdam) the guideline describes the design of the programme, a list of possible activities, the process of the visit and the certification.

The next steps will be to promote this idea within the network and encourage alumni to undertake visits. We are hoping that many HUMANE members will support this idea and offer study visits to their universities.

From the 12th to the 13th November 2004 the second WS alumni seminar took place in Bologna. The topic of the seminar was Change management in Higher Education. Jon Baldwin gave a stimulating presentation on the art of merger and gave a lot of input for the 6 working groups that concentrated on different topics regarding change management. Nadine Burquel presented on benchmarking in Change management in HE institutions and created an exercise around this topic.

It was also the first get together for the alumni of Winter School I and WS II. The participants made decisions on the development of this organization and showed a great interest in further activities.

A steering group of both WS alumni will meet in January 2005 to discuss the further steps and prepare the next activities.

The feedback and the evaluation after the seminar were very positive.

One other "linking" activity between HUMANE and the WS alumni took place this November.

Liduíne Bremer, an alumna gave a presentation 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:

- promote the idea for certified study visits
- develop further details of the network and set up a simple constitution (including finances and management)
- prepare the next seminar for 2005 (including alumni of Winter School III)
- set up working groups
- follow up on the outcomes of the seminar in Bologna on the topic of change management in Higher Education.
- continue the strong link to HUMANE

As there are already a lot of applicants for the next Winter School it looks like as the alumni organization will be established as an ongoing institution.

I would like to thank in the name of all alumni of the Winter School all the HUMANE members for their support of this development. We hope to provide you continually with the latest news.

Thomas Estermann, University of Music and Performing Arts Vienna

8. H. E. E. Consulting Group: an update

H.E.E. Consulting Group has been established to offer services provided for and in universities, and conducted by experienced members of university staff. H.E.E.experts offer knowledge and relevant experience in their field, and are able to lead complex innovative projects. On request of universities and other clients they set up projects to develop and implement innovation, if possible and preferably in close cooperation with clients' staff. Therefore, H.E.E. projects may be seen as part of a management development programme since the staff have the possibility to develop their knowledge and expertise.

In the last few months, H.E.E. has been very active in the execution of several projects which resulted in some thorough reports and developments plans for clients. More information is available in the 'Newsletter to experts' (see www.esmu.be).

Much interesting material has also been gathered in the context of a project carried out on behalf of the National Audit Office of Iceland. Upon the request of the Icelandic Government the Audit Office started an audit on the national higher education system. The direct reason for this audit is a fast and continuing growth of the number of students and a stagnation of state funding, which is quite common in Europe at the moment. The audit focuses on the following aspects:

- The financing of teaching and research
- Performance and quality in teaching, research and administration
- Organization and management of the university.

The Audit Office was looking for assistance concerning the performance analysis, since an international

comparison was needed to complete the audit. Since this assistance implied data gathering on the level of individual universities, it was decided that data on financing, organization and management would also be gathered and reported. H.E.E. Consulting Group was commissioned to carry out this work and succeeded in identifying a sufficient number of participating universities throughout Europe.

The project will result in a broad analytic report. It is expected that a number of papers, aiming to compare universities which participated in the project on specific items, will be made available early next year.

The Institute of Education (University of London), the Graduate School for International Management



(University of Maastricht), the Hochschule fuer Verwaltungswissenschaften, the Zentrum fuer Wissenschaftsmanagement (Speyer) and ESMU agreed to participate in the development of the MBA programme Management in Higher Education and Research. The structure and content of the programme is ready and a feasibility test is taking place at the moment. A final decision about the execution of the programme will be made early next year.

If you would like to receive further information about projects or activities carried out by H.E.E, please feel free to contact the director: ajnijssen@wxs.nl.

In the meantime we like to wish you all the best for the year to come.

9. HUMANE Friends

HUMANE Friends is now up and running. It now has 20 members who are listed below.

The Secretariat has received very positive messages from Friends about the idea. If any present HUMANE member are in contact with former HUMANE colleagues then please pass on the information about HUMANE Friends.

Ian Powell, representing the start-up group of HUMANE Friends, was present at the Round Table in Maastricht last June where he had a meeting with Hans van Dam and Tim Evans to plan the way forward.

The first meeting of HUMANE Friends will be attached to the HUMANE Round Table in Paris, May 27 and 28. The Friends will have a tour on Friday and Saturday afternoon and will join the HUMANE Round Table members for the dinner on the Friday evening. The Secretariat will send more information to Friends in the new year. Please put that date already in your agenda!

HUMANE Friends

PT	Mr. Jorge Baptista Lopes
UK	Mr. Roddy Begg
DE	Mr. Ignaz Bender
NL	Mr. Henk Bruins
BE	Prof Roland Caudano
DE	Mr. Christoph Ehrenberg
HU	Prof Csaba Forgacs
PT	Dr. Maria José Freitas
DE	Dr. Jürgen Hess
FI	Mr. Matti Halonen
IS	Mrs. Edda Magnúsdóttir
PT	Mr. Pedro Meireles
FI	Mrs Sinikka Mertano
UK	Mr. Eddie Newcomb
DE	Dr. Klaus Peters
UK	Mr. Ian Powell
NO	Mr. Tor Saglie
BE	Prof. Karel Tavernier
UK	Mr. Mike Wilkinson
HU	Prof Zita Zoltay Paprika

10. Reporting on the ESMU European Benchmarking programme on university management

Since 1999, ESMU has been running successfully a European benchmarking programme on university management. Twenty-six European universities have so far joined this successful programme. Every year, four topics are benchmarked.

In 2004, the programme benchmarked :

- human resource management
- change management
- research management
- universities creating a regional knowledge base

Several HUMANE member institutions have greatly benefited from the ESMU programme; As HUMANE members will be aware, ESMU (www.esmu.be) is hosting the HUMANE Secretariat and a close partner to HUMANE in a number of challenging new initiatives.

Read below on how members have benefited from the ESMU programme.

Ruud Bleijerveld, HUMANE Chairman, University of Amsterdam (NL)

The ESMU programme makes you think "Am I doing the right things the right way?". It is very good that ESMU succeeds in attracting outstanding assessors to formulate recommendations by choosing the best practice of the participating universities. It is furthermore a good opportunity for junior staff members to get involved in international work and learn to contribute in English, and meet and work together with people of foreign universities.

The fee to participate is incredible low. The hard part however is to implement the recommendations. I learned you should think about this before deciding to participate !

Rafael Zorrilla, gerente, Carlos III Madrid (ES)

The Benchmarking programme of ESMU is a wonderful learning tool. In Universidad Carlos III we learned a lot preparing the materials with our teams and also looking at the other universities' experiences. Afterwards, it allowed us also to make some visits to other universities to gain a more in-depth insight of their experiences. And it is a "collective" learning experience that opened our teams new perspectives. We learned also about the facts and figures of the other universities. I must also remark the outstanding level of participant universities.

Inès Fabbro, direttore amministrativa, University of Bologna (IT)

The ESMU programme is a unique opportunity to compare how different universities have tried to respond to the needs of a European university system. It is a good laboratory where we can really experience the "think global, act local" attitude, and a way to gain awareness of our resources and areas of improvements.

Esa Ahonen, head of administration, Helsinki School of Economics (FIN)

HSE participated in the ESMU benchmarking exercise for the third time in 2004. We find it very helpful to ask ourselves a well-prepared set of critical questions when preparing the self-assessment report. Sometimes it is even more important to ask questions and understand the key points than to try to find the answers.

HR management is always a very important topic, as well as research management in universities. This year we also had two other topics that were more difficult to describe in a systematic way: "change management" and "university creating regional knowledge base". However, hardly any university can avoid tackling these issues today, and we got quite a few new ideas of how to approach these topics. We were also left with the feeling that HSE was able to give valuable contribution to the benchmarking through our report, presentations and discussions - just like every other participating university.

ESMU benchmarking is a good way to learn and establish contacts with colleagues from universities all over Europe. This year we in HSE were especially happy to meet our colleagues from Copenhagen Business School, who organised the seminar, as we are universities working in the same field. We in HSE find this benchmarking project a good way to train our own staff in understanding how we do things - and how others do, as well as providing our staff the opportunity to meet colleagues in a rewarding seminar (without forgetting the excellent social side in the joint dinners and informal discussions, either).

The ESMU benchmarking programme – A self-improvement tool for universities, key to successful governance and leadership

The ESMU benchmarking programme is a way of finding and adopting good practices which goes beyond the mere comparison of data, since it looks at processes by which results are achieved. Process benchmarking examines activities made up of tasks or steps, which cross the boundaries between the conventional functions (e.g. finance, personnel) found in all organisations. By identifying generic and relevant processes and by using a consistent approach, benchmarking can be carried out across boundaries of geography, nationality, sector or size. Process benchmarking allows comparisons to be made, for example between large research universities and small specialised institutions. It gives a framework for assessing continuing performance, the effectiveness of new initiatives and relative aspects of improvements in performance.

Join the 2005-2006 programme. Topics will include among others internationalisation, strategic partnerships (including university-enterprise cooperation) and governance.

For further information
Contact Nadine Burquel, (nadine.burquel@esmu.be; Tel 0032 2 289 24 60)

Annexes

As a move to maximise the possibilities of the HUMANE web site (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

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