



Facing the Future – Planning for Change: A Staff Development for Junior and Middle Managers in Higher Education

COURSE DIRECTOR: *Ian McNay* (Anglia Polytechnic University, Essex)

RESOURCE PERSONS: *Jana Hendrichova* (Ministry of Education, Czech Republic), *Tamás Lajos* (Technical University, Budapest), *Vladimir Vasilenko* (Kirovograd University, Ukraine), *Irina Udalova* (Nizhny Novgorod State Technical University)



Purpose of the Course:

Change in higher education has been constant. Within the major socio-political changes in the region there are also changes relating to students' patterns of participation; resource support to individuals and to institutions; structures of control, accountability and policy decision-making; and in curricula – what is taught, and learned, and how. Such change will not stop: resources will continue to be constrained; student demand for entry and employers' demand for qualified people will grow; the need to adapt to social and industrial change will not diminish. Higher education will be increasingly international; at the national level it will have to compete for resources with other priority investments; locally, various community stakeholders will expect many, varied and sometimes conflicting services. A secondary purpose of the course is to initiate a network of mutual support among participants as they face these future challenges.

Course Description:

The course will be active, with a lot of work in small groups based on tasks set following the plenary presentation and discussion. It will start with a broad canvas using participants' perceptions of current trends and tendencies over the ten years. Appropriate strategic responses to these will then be considered. Management of change will be introduced through two case studies. Participants' own experiences of change – good and bad – will be explored to bring out lessons for leadership and management. Research findings on the changing internal cultures of universities and the balance between collegial, bureaucratic corporatist and entrepreneurial approaches will be presented, and participants' anticipation of further change explored in group work. This will introduce two themes: styles of leadership and management, and the nature of an entrepreneurial university, particularly its structures of organization and decision-making. The place of the university in the region and the consequences for resourcing and for national policy planning will be discussed, as well as the factors making for good partnerships.

Curriculum change in the light of new knowledge, of new course structures – modules, credits, etc. – and new technologies, will focus closely on the basic reason for universities' existence: teaching and learning. Open, distance and independent learning will be a particular issue. Possibilities for joint activities with other institutions will be considered. Approaches to recruitment of staff as an instrument of change, and approaches to development of existing staff will be explored. Finally, data. Planning needs data. The use of MIS, the consideration of data in performance assessment and in monitoring change will be covered.

Towards the end of the course, participants will develop a plan for activity in their own unit. This can involve a SWOT analysis – of strengths, weaknesses, opportunities, threats – to set a strategic frame: particular attention to the levers for change will be required. That will allow several actions to be identified within a mid-range horizon – say, six months. These will be discussed with other participants in groups and ultimately lodged with the course organizers. Follow-up contact among participants will be organized to check progress and to submit reports. People will work in groups of three or four for this stage, maintaining contact with one another from their different institutional bases after the end of the intensive program. ►

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Special Course Application Requirements:

The course is aimed at those appointed fairly recently to posts of responsibility and who have the potential to take more senior posts in the future. Applicants should indicate how they believe they satisfy this requirement, and must provide a testimonial from a senior colleague to support them. The selection team will be looking for hard evidence, not just expressions of hope and good will.

Course Dates:

July 22-27, 1996

Application Deadline:

April 1, 1996