

Institutional management in higher education in South-East Asian countries

Report of an IIEP sub-regional training workshop
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Executive summary

Objectives

With the objectives of preparing the participants for the overall problems of institutional management and, more specifically, the problems of managing key resources like staff and finance, and providing a forum for exchange of national experiences not only in respect of the problems but also the ways they are being handled in the respective institutions, the workshop was organized around three modules: (i) an introductory module on overall institutional management; (ii) financial management; and (iii) academic staff management.

Each module included the following items:

- general overview of trends and problems (from data derived from the IIEP information base);
- papers presented by participants on the problems and recent innovations in the areas of overall management, finance and academic staff management;
- presentations on selected techniques and skills in plenary sessions followed by exercises and computerized simulation models;
- panel discussion on strategies for improving resource management.

Opening session

His Excellency Pehin Orang Kaya Laila Wijaya Dato Seri Setia Awang Haji Abdul Aziz Umar, the Minister of Education, Negara Brunei Darussalam, welcomed all guests, participants and resource persons to the sub-regional workshop (see *Annex 1* – List of participants). He congratulated University Brunei Darussalam (UBD) for organizing the workshop, and noted with appreciation the involvement of UNESCO, in general, and the International Institute for Educational Planning, in particular. The Minister also expressed the hope that UBD will continue to collaborate with similar organizations and, in the process, build up its database of knowledge and experience in the area of educational planning and administration, as well as become a leading institution for educational development and reform at national, regional and international levels (see *Annex 2* – Opening Address by His Excellency).

Noting that we are living in a dynamic world, the Minister pointed out that many countries are facing difficulties with the allocation of scarce resources, particularly for education, and that the high cost of universities, colleges and other tertiary institutions is restricting the numbers of students that can be admitted. The Minister further noted that in a period of economic constraints and rising unemployment, the public demand that educational institutions be accountable to those they serve is increasing and that the public wants to see greater efficiency, cost-effectiveness and relevance of programmes provided.

The Minister reflected on the history of higher education in Brunei Darussalam, noting that University Brunei Darussalam has been in existence for approximately 10 years, during which time it has undertaken the daunting task of providing quality education and training for those who have enrolled in its many programmes. The number of programmes, he said, has increased substantially, as a result of increasing needs and demands from a varied clientele. However, the number of new programmes that can be provided is at the moment limited by space and lack of suitably qualified professional staff. As soon as UBD completes its occupation of the new campus in Tungku, it will have a wider scope for expansion of its programmes to meet the many needs of the public.

Noting the rapid expansion of schools and staffing requirements, and the fact that students come with different needs, different learning ability and rates of development, the Minister said that more teachers have to be trained in different areas to cope with these needs.

In conclusion, the Minister expressed hope that the workshop would be a pleasant, rich and rewarding experience, and that the friendships formed there would result in long-lasting professional links among all the participants. The Minister then declared the sub-regional workshop officially open.

In his address, Dr B.C. Sanyal, Senior Programme Specialist representing IIEP, expressed UNESCO's concern about the problems of management in higher education. He explained that as a result of financial stringency, combined with demands on expansion of enrolments and improved efficiency, higher education institutions had been forced to reduce expenditure per full-time equivalent student, to seek new sources of funding, and to improve the utilization of existing resources. At the same time, higher education has had to cope with increased diversification and new types of students, including adult learners, so as to meet the changing needs of the labour market and foster closer links with industry, as well as to widen participation through the introduction of distance learning. This would, he considered, imply the need to improve and change mechanisms, techniques and styles of institutional management. He then gave a brief description of the contents and methods of instruction and organization for the workshop (see *Annex 3 – Programme*).

Mr Wang Yibing, Programme Specialist of PROAP, noted that the workshop had been organized at a crucial time, when higher education management in the region is facing serious challenges of the unprecedented transition from a centralized economy to a market economy; efforts to copy the western model of universities and the increasing pressure for internationalization; and the accelerating pace of change of technology and society as a whole.

Module I: General aspects of institutional management

To start off the proceedings were words of welcome from Hajah Rosnah Haji Ramly, who chaired the introductory session of the module.

In the opening presentation of the module, Dr B.C. Sanyal elaborated on the general scene of rapidly changing environments of higher education institutions in the developed and Asian countries.

He noted that universities around the world are moving more and more towards decentralization, where central governments take regulatory and quality control functions while managerial functions are left to universities.

He explained how financial stringency and demands for improved efficiency have led to changes in governmental steering policies and changes in institutional mechanisms and styles of management. In conclusion, he gave the following as lessons for developing countries of the east and south-east Asian region:

- implementation of projects to analyse existing institutional management;
- promotion of dialogue between ministries and universities on their respective roles, development plans, and introduction of innovations;
- provision of advice and training on the decision-making process, financial management, computerization, evaluation and accountability mechanisms;
- preparation of calendar for change, issue of guidelines for accountability procedures, and periodic evaluation of institutional activities;
- continuation of reforms in phases to introduce greater discretion in decision-making according to managerial capacity while catering for national priorities.

This was followed by a plenary presentation by Dato Haji Abu Bakar, Vice-Chancellor of UBD, on overall institutional management in UBD.

In his introductory statements, the Vice-Chancellor noted that a university is a dynamic institution that exists in a changing environment in which it interacts with other organizations and changes its priorities and developments. While universities face many problems common to most organizations, they differ in many ways – they are multi-purpose organizations undertaking teaching, research and public service, and it is extremely difficult to separate contributions made for each purpose, and to measure the output in meaningful terms.

The Vice-Chancellor gave the university's mission as teaching, research and service to the community. He noted that the university aims to produce quality graduates, suitably equipped in terms of knowledge, skills, attitudes, moral and spiritual values, to support the development needs of the nation, consistent with the national philosophy. It also aims to promote and undertake research, particularly applied research, in accordance with national needs, in areas where it has comparative advantage, and intends the existing skills among the university's staff to be made available to the community.

The Vice-Chancellor noted that in its first decade of development, UBD had identified the teaching, managerial and administrative sectors as its first major consumers, and had therefore concentrated on related programmes through the Faculty of Education and the Faculty of Management and Administrative Studies. In preparation for the next decade of the University's development, it has been decided that a new strategic plan be prepared. Towards this end, various proposals have been prepared which address the following specific areas:

- *A Learning Improvement Unit* – to help achieve the objective of developing the quality of learning attitudes, skills and knowledge of students. The unit will assist all faculties in monitoring student learning effectiveness, and in providing advice and assistance in developing appropriate learning skills.
- *Staff training development* – to facilitate the professional development of all UBD staff through promotion, co-ordination or conduct of programmes and activities that would help academic, administrative and other support staff to improve their professional competence and performance towards achieving the university mission.
- *A six-months' preparatory programme* – to ensure that all prospective university entrants have the necessary foundation in communication, numerical and study skills and computer literacy, and are sufficiently motivated before they embark on their tertiary education in earnest.
- *The establishment of a Language Centre* – to promote excellence specifically in language skills and communication
- *A Matriculation Programme*
- *Research and Consultancy Unit*
- *University marketing*

The Vice-Chancellor explained that the University is conscious of the country's need to build up skills in a wide-ranging area. However, he noted that the quantitative demands for the next few years do not appear to be large, and the challenge for the University is to balance the need to introduce the required new academic programmes whilst trying to ensure an acceptable cost-effectiveness ratio. In this context, he noted, the University plans to provide a limited number of additional undergraduate programmes while trying to develop more post-graduate programmes. Having constraints in numbers and in trying to be cost-effective, the Vice-Chancellor explained, the University has launched two twinning programmes, one in computer science and another in electrical and electronic engineering, with Scottish universities. Plans are already underway for a third twinning arrangement in BA commerce (accounting) with the University of Birmingham.

The Vice-Chancellor then gave an outline of the University management structure, academic programmes and other programmes, student enrolment, and academic and non-academic staff numbers.

This was followed with presentations by four participants on their respective experiences in the overall management, financial and staff management of the institutions they represented: Mr S.H. Kusmardiono, Head of Bureau for General Administration, University of Indonesia; Dr Pornpimol Limtong, Assistant Vice-President of Finance and Property Management, Thammasat University, Thailand; Dr Niwat Ruangpanit, Vice-President for Academic Affairs, Kasetsart University, Thailand; and Mrs Teresa F. Bernabe, Vice-President of Finance and Administration, University of the Philippines.

The following problems were identified by the authors:

- Shortage and scarcity of government funds to support higher education was seen as a severe handicap; yet, universities do not have financial autonomy.
- The government regulations and policies create problems for human resource development.
- In general, the administrative staff are '*status oriented*' and not *achievement oriented*.
- Universities have not been able to design programmes relevant to the society's needs.
- Poorly paid faculty members and staff results in more brain-drain from universities to the private sector.
- Inadequate teaching equipment and library facilities.
- Over-crowded classrooms and graduate unemployment.
- Low morale of university administrators and teachers.
- Lack of support for research funds.
- Maintenance and upgrading of physical plants and facilities.
- Need of alternative sources for financing universities in the future.
- Shortage of academic staff, particularly in the field of science and technology.
- Limited opportunities for young academic staff to pursue further studies and training.

Module II: Financial management

The module started with a plenary presentation by Dr Sanyal, on the review of financial management in higher education institutions in the sub-region, and trends noted in developed and Asian countries as regards strategies to improve financial management.

In the survey on the evolution of the characteristics of financial management in the institutions of higher education, the following trends were noted:

- Financial plans and budgets are becoming increasingly important as a management tool for co-ordination, control and evaluation of institutions in the present context of financial crisis.
- The process of financial management, i.e. mobilization, allocation and utilization of financial resources has been changing in the following ways:

- Funding sources are being increasingly diversified, with increased participation of the private sector and the student community.
- Budgeting process is shifting from 'input-steering' line-item format to 'input-accountability' format.
- 'Formula funding' methods based on indicators involving a combination of input, process and output factors in the areas of teaching, research and public service are being adopted in several developed countries.
- 'Incentive budgeting' with provision of additional 'special funds' to achieve specific goals assigned by the State are also being used by some universities.

However, Dr Sanyal noted, a phenomenon of polarization is noted in financial management systems of different countries. On the one hand, this follows very closely business management; at the other extreme, it is equivalent to an annual budgeting exercise. It is also understood that institutions will now have resources from various sources according to different budgeting formats. This will need special skills to manage finance.

Dr Sanyal went on to explain that the organization of financial management in the developed countries has changed in the following ways:

- an increasingly strong central management structure is evolving;
- a high-level post of financial manager is being created;
- basic units are being regrouped as cost centres;
- techniques of strategic management, with emphasis on implementing a 'mission statement' are also being adopted.

Specific changes in the United Kingdom, Netherlands and Finland (among the self-regulated systems) and in France, Italy and other developing countries, especially of Asia (among the centrally planned systems) were given as examples. The general trend in Asian countries was summarized as follows:

- Government funding mechanisms and institutional financial management have not changed much in countries with modest economic growth.
- Universities in countries with noticeable economic growth are making attempts to implement some form of lump-sum funding, following certain norms and criteria. Diversification of funding is also noted.

In conclusion, Dr Sanyal outlined some principal elements for the improvement of financial management:

- maintenance of information systems with analysis;

- devolution of financial responsibilities to cost centres;
- diversification of funding sources;
- rational allocation of resources.

This was followed by a plenary presentation by Mr Janin Erih, Acting Registrar and Secretary of UBD, on Financial Management in University Brunei Darussalam.

Mr Janin Erih described the financial allocation process of the university, which revealed a certain amount of rigidity. University Brunei Darussalam was still dependent, to a large extent, on the decisions made at the Ministry of Education for its allocation of funding, following a line-item format. Efforts are being made so that the University can have a larger autonomy in financing through a lump-sum grant; mobilization of resources has however been more flexible recently. UBD has now been receiving funds from non-governmental sources, such as Brunei Shell, for some of its academic programmes. After the adoption of the strategic plan, it is expected that UBD will adopt an output-oriented budget. Due to its small size, many departments still have to function with diseconomies of scale.

This was followed by presentation of case studies on Financial Management by Mr Pou Darany, Undersecretary of State, at the Ministry of Education, Youth and Sports, Cambodia; Mr Guangming Zhang, State Education Commission, Finance Department, China; Mr U Kyi Win, Administrative Head, Yangon University, Myanmar; and Dr Nguyen Van Hanh, Vice-Director, Ministry of Education and Training, Viet Nam.

Problems of financial management as highlighted by participants were as follows:

- Although the economic conditions of the countries varied substantially from Cambodia to Brunei, it appeared that the universities of all the countries faced scarcity of financial resources. The nature and extent of the problem however varied from university to university.
- Allocation by the government to the universities was often irrational in the sense that it did not take into account the performance of the institutions, nor the amount of service provided by them. Allocation followed a line-item format, with increases provided with linear assumptions adjusted for inflation.
- There was often delay in the actual disbursement of funds to the institutions of higher education.
- The institutions of higher education had very little flexibility in managing the money allocated.
- There was lack of incentive for the institutions of higher education to look for new sources of funding. One particular university complained that the central office sometimes took away a large share of the income gained by the department/faculty, thereby discouraging the departments from being self-financed.

- Some countries (China, Viet Nam, Indonesia, Thailand) had attempted to decentralize, in a limited way, the financial responsibilities, which had resulted in problems of management of finance in certain cases because of the lack of managerial skills.

The following suggestions were put forward by the participants for improving financial management in their institutions:

- Improvement of financial management has to be integrated with the improvement of the general management of the university as a whole and the entire higher education system of the country.
- Most of the countries represented have involved the private sector in financing higher education. Cambodia, Laos and Myanmar still remained completely publicly funded. The recent trends in Viet Nam and China are worth following. Tianjin University of China, at present, receives more income through non-government sources. Philippines and Indonesia also have a long tradition of private funding.
- Some universities are attempting to devolve financial responsibilities to the cost centres (departments/faculties) to make better utilization of the resources, e.g. Chinese universities.
- Suggestions have been made to create an office for mobilizing non-governmental funding.
- Changes in the audit system have also been suggested, so as to include performance audit. Some rules and regulations also need to be up-dated.
- Suggestions have been made to provide training of the relevant staff in financial management.

Next, Professor Gareth Williams gave a presentation on *Financial management, context and techniques*. He started by explaining that there has been a shift from elite higher education to mass higher education, and that the shift in size makes a lot of difference. As a result, a wider variety of students are getting into higher education. The other shift is the dispersion of knowledge in the universities. Times are gone when universities used to control knowledge. Information technology and new knowledge are now highly developed as a result of activities outside the universities.

Professor Williams stressed that it is important to distinguish between certain changes which come as a result of political fashion and those which are inevitable. Inevitable changes occur because of fundamental structural changes and changes in the nature of technology. These are permanent changes. However, the ways in which funding takes place depends on political and management fashions, and could be reversed.

He drew attention to the wide-spread changes in higher education funding throughout the world. He particularly pointed out the shift in government budgeting arrangements, moving away from input-based budget (line-item budget) towards output or performance-based budget in

which universities are paid according to the 'outputs' they produce. The actual overall budget is not based on what the universities need but what the governments can afford. He concluded by outlining seven basic financial management procedures.

In another presentation on the use of performance indicators, Professor Williams explained that governments and societies are becoming increasingly concerned as to whether the universities are effectively and efficiently doing what they ought to do. Within the universities, those at the central administration responsible for organization need to know whether the subsidiary units are using their resources effectively and efficiently. In order to show the efficiency and effectiveness, there is need to develop indicators.

Professor Williams went on to explain that it would be impossible to evaluate the performance of higher education unless its mission was known. Appropriate indicators would depend on the university's mission. The shift from elite higher education to mass higher education has created more demand for accountability. There has been a move to consumer-led systems where the aim is to satisfy the consumers.

He concluded by suggesting that the most useful indicators conformed to seven criteria:

- (i) relevance (they must measure something that is worth measuring in relation to the aims of the institution);
- (ii) validity (they must measure what they claim to measure);
- (iii) reliability (they must measure the same thing in different contexts at different points of time);
- (iv) accuracy;
- (v) ready availability (they should not be too difficult or too expensive to obtain);
- (vi) up to date;
- (vii) cheat-proof (it should not be possible to manipulate the indicators to present a distorted picture of reality favourable to the activities being evaluated).

Professor Williams' presentation was followed by an introduction to a practical exercise in financial planning and management. He introduced the background information on the hypothetical country, the Republic of Heplania, its recent political and economic development, and the government's policy for the development of higher education during the next ten years. This was followed with a presentation by Juliana Nzomo, who presented the technical details of the planning model.

Next came a short session of introduction to Lotus 1-2-3 with the help of Awang Besri bin Haji Bali and Dyg. Yam Yoke Sam.

For the next two days, participants undertook a number of tasks in groups:

- (i) Working out an exercise manually under the leadership of local resource persons to ensure that they understood the technical details of each stage of the resource allocation and strategic planning model.
- (ii) Building up different scenarios which would reduce the looming financial deficit in one of the universities of the hypothetical country.
- (iii) These plans were then presented and participants discussed each other's proposed strategies for dealing with the problem.

This was followed by a role-playing exercise in which participants in three groups represented senior officials of the university and other official agencies. The aim was to arrive at a consensus decision about the best way of dealing with the changing financial circumstances. When the plan had been drawn up, computer simulations using the elaborated model enabled participants to examine the likely implications of the decisions over the next five years on a year-by-year basis. This model attempted to represent as closely as possible the essential features of the financial management information system of a real university and the uncertain context in which they operate. The groups managed to find strategies which both met the government enrolment targets and achieved financial stability by 1998. Various strategies were undertaken to increase income and reduce expenditure, which included increasing student admissions so that the government could allocate more funds, increasing contact hours, class sizes, lecturer: professor ratio, research staff, and introducing tuition fees, among others.

The module was concluded by a round-table discussion on strategies for the improvement of financial management in the east and south-east Asian context, chaired by Professor Williams and Mr Wang Yibing.

Module III: Management of academic staff

As an introduction to the module, Dr Sanyal provided the participants with an overview of current trends and problems in the areas of academic staff management. He noted that management is culture bound, context bound, time bound and space bound. A good management practice today will not be good management practice tomorrow because techniques are changing fast, and what is good management for one country may not be good for another. Dr Sanyal explained that the models that are being presented are flexible – more parameters can be added while others can be ignored – and that the objectives of the workshop are not to train people on certain techniques but to sensitize them to the techniques.

Academic staff consumes the major part of the financial resources – e.g. in Cambodia, it takes 90 per cent of the education budget. To improve the quality of institutions of higher education, good, motivated and competent staff are needed. Motivation for the work of teaching is decreasing and academic staff members are leaving their professions to join the private sector, thereby affecting the quality of education significantly.

The following problems with regard to academic staff in the developed world and Asian countries were mentioned:

- Growth in enrolments has led to increasing student/staff ratios.
- This trend has been combined with decreasing or stagnating levels of public funding in general, and decreasing salaries in real terms for academic staff.
- Both trends have, in turn, contributed to a deterioration of working conditions for academics, growing size of student groups, increasing workload for teachers, and less opportunities for research, staff development and promotion. As a consequence, staff morale has been widely affected. This is the case especially with Cambodia, Myanmar, Viet Nam, Laos, Thailand and Indonesia.
- Ageing staff profile – in the 1960s, there was an explosion in education all over the world. This resulted in many professors, who now need to be replaced because there are too many professors and not enough lecturers.
- The complexity of the teaching task due to mass higher education, calls for different types of learning strategies: some even call for distance learning and new technology for teaching strategies.

The following problem-solving strategies were outlined:

- Freezing of vacancies and recruitment of more part-timers and retired staff at reduced cost (many countries are giving visiting fellowships to retired teachers).
- Creating conditions of greater flexibility, e.g. reduction of academic tenure, flexible working hours, flexible allocation of teaching and research time, greater institutional autonomy in respect of salary payments and recruitment conditions, providing more and higher quality teaching through new types of teaching-only contracts, payment for extra hours of teaching, and increasing staff utilization in teaching, including highly skilled professionals on the staff.
- Introducing teacher appraisal and staff development programmes.
- Provision of incentives to improve teacher performance.
- Introducing staff management systems by setting norms for teaching in respect of student/staff ratios, a mix of different levels of staff, work loads for teaching, research, administration and service by level and type of staff, and introducing better control of staff through designated cost centres.

Dr Sanyal's presentation was followed by another plenary presentation by Dr K.U. Sirinanda, Dean of the Faculty of Arts and Social Sciences, UBD, on Academic Staff Management in University Brunei Darussalam.

In his introductory statements, Dr Sirinanda presented UBD as the first national university and a State university. It was, he noted, a small university in a small State, but with a strong economy.

He then gave the University's mission and presented the structure of the school system, UBD's organization chart and academic administrative structure, and different statistics on staff and students. Student/staff ratios are very low in certain areas such as physics (1.2:1) and chemistry (4:1), while in other areas they are high: economics (18:1) and geography (12:1). The gender composition of academic staff is 184 male staff and 50 female staff.

He outlined the following problems currently facing the University:

- orientation, induction and acculturation for expatriate staff;
- security of employment for contract staff;
- career development for contract staff;
- centralized budget;
- vertical and lateral (social) interaction among staff;
- sabbatical leave (currently there is no scheme but the university is working out something);
- not enough support staff;
- no established body to take care of academic staff welfare;
- academic autonomy exists, but there is no machinery to assume full autonomy;
- research: not much research has been done because of the developing state of the University;
- publications: certain programmes have not been implemented;
- lower salaries in comparison with the private sector.

Reforms for the 1988-1993 period were given as follows:

- better system of placement for local staff on study leave;
- academic counterpart scheme;
- work towards attaining UBD autonomy;
- longer notice on renewal of contracts;
- new campus to provide more congenial environment for teaching, research, etc.;

- computer network, E-mail, etc.;
- increase of computer literacy;
- greater flexibility in the disbursement of conference and research grants;
- a Strategic Plan;
- work towards review of salaries;
- move towards a sabbatical leave system;
- short-term staffing arrangements.

This was followed by presentations of national cases by Mrs Boua Khay Khone Svengsuksa, Vice-Rector, Pedagogical University of Vientiane, Laos PDR; Mr Baoguo Zheng, State Education Commission, Personnel Department, China; Mr Pit Chamnan, Vice-Rector, Phnom Penh University, Cambodia; and Dr Tran Qouc Thang, Vice-Rector, Hanoi University of Technology.

- The most important problem faced by the universities represented was the low salary in comparison with that offered by the private sector, which results in a brain-drain from universities to the private sector.
- The quality of academic staff has gone down because of the deteriorating working conditions.
- The average age of staff is abnormally high (China and Viet Nam), creating difficulty for new blood in the academic profession.
- Student/staff ratio has been extremely low in some cases (China, Laos) and extremely high in others (Philippines).
- In general, academic staff of the region have very little time to be engaged in research activities.
- Staff recruitment and promotion practices are very rigid.
- There is no provision for staff development programmes in most of the universities, except in Indonesia and Thailand. China has recently set up a tenure programme for staff development.
- Teachers' performance has very seldom been evaluated because of lack of proper methods and criteria.

The following suggestions were put forward by participants to improve upon staff management.

- Recruitment of staff: salary levels should be made more flexible so that good-quality staff could be paid more from income generated from different sources.
- Staff development programmes should be introduced, based on staff appraisal, so as to identify the deficiencies in competencies among the staff.
- Provision should be made so that the staff have the necessary incentives to take up consultancy services with industry and business. Staff from industry and business should also be encouraged to participate in the teaching programmes of the universities.
- The universities should carry out periodic exercises on staff needs in quantitative and qualitative terms. These exercises should include the evaluation of new and changing needs of the economy.
- For successful implementation of staff management, active participation of the staff should be ensured from beginning to end.
- The managers of academic staff of the university should be provided with necessary training in mobilization, allocation and utilization of staff time.

A staff management model was introduced which studied the utilization of staff time based on seven methods of instruction where, for each contact hour, time for preparation, consultation and examination was incorporated to derive the teaching load of each academic staff member. This was then added to the other activities of the academic staff; for example, thesis supervision, research, community service, administration and professional development. The exercise was first carried out manually, and then alternative scenarios of staff deployment practices were developed to analyse the consequences for staff utilization through the computerized simulation model. A real university situation was used for this exercise. Participants then used their own university's norms and criteria to derive the utilization rate of the staff time.

In the session on career development and appraisal of academic staff, Dr Sanyal started by giving the rationale for career development and appraisal. He mentioned three points:

- That career development and appraisal provides feedback on the composition of skills and competencies of staff and helps to identify strengths and weaknesses.
- Staff appraisal provides complementary qualitative information for a quantitative planning approach.
- These provide a necessary and natural link between analysis and improvement-oriented strategies.

He then elaborated on career development systems covering orientation of staff, utilization of staff and development of staff, giving the methods and criteria in each case.

Methodologies of staff assessment included identification of the type of activity (research, teaching, service, etc.), design of the procedures and instruments, the role of various

constituencies in the decision-making process for staff appraisal, identification of the actors who will have access to the information, and procedures available to the staff for contesting the appraisal. Different methods of assessing the staff were also identified, starting from student-ratings to alumni opinions. Indicators for measuring research, teaching and other activities of the academic staff were developed and discussed with the participants. The session ended with discussions among the participants, with special reference to their own perception and experience of the implementation of career development and appraisal systems.

Participants then discussed teacher evaluation systems, subjects including attainment of course objectives, class management (questionnaires distributed to students twice a year, in the case of the Philippines); the extent of knowledge of subject matter; the availability of the teacher; number of publications; and research.

In Indonesia, performance of staff is measured in different areas including education and instruction, publications, loyalty to university/institution, experience and other activities. Each activity is composed of several items and each has a given credit.

Dr Sanyal's presentation was followed by a session of sharing lessons learned throughout the workshop, applicability of any or some of the techniques, problems foreseen in the application and how to handle these problems.

Among the lessons learned were:

- Understanding of the new trends in developed and Asian countries.
- Good practices in staff management in the neighbouring countries, for example, involving academic staff in consultancies and service activities more effectively (China, Viet Nam); in staff development programmes (China, Brunei, Philippines); in staff assessment practices (Indonesia, Thailand, Philippines).
- Diversification of staff income (China, Viet Nam, Brunei).
- Some of the participants had the first opportunity to use the Lotus 1-2-3 software package for data processing. For many, it was their first experience in university management.

Applicability

Before any of the techniques can be applied, they should be adapted to the local conditions. China, Viet Nam and Cambodia plan to discuss the different techniques immediately upon return for their adaptability. Viet Nam is planning to have a workshop on the topic next year.

Problems foreseen in application

- The value system, the data availability, the differences in the sharing of decision-making power between the ministry/central authority and the University are to be given due consideration to avoid any problem in the application of the techniques.

Viet Nam, China and Laos are planning to translate the training materials into their national language.

Concluding remarks

- Although the countries differed in their socio-economic background, all the universities represented faced problems of overall management because of:
 - financial scarcity;
 - differences in salary structure between the public and private sectors;
 - transition of certain countries towards a market economy;
 - internationalization of higher education;
 - development of information technology;
 - massification of higher education.
- Institutional management is now moving from bureaucracy to collegiality, and from central authority to the institutions themselves.
- Involvement of non-university agencies, for example industry, in carrying out higher education has resulted in universities being more concerned about their effectiveness.
- Money alone cannot solve the problems of university management; the involvement of different social groups and stake-holders in the decision-making process is essential for better management of universities. It is also believed that proper management can sometimes solve the problem of financial scarcity.
- Evaluation of the staff is important. It is better to focus the assessment of staff on staff development rather than on the reward system for staff.
- It is good to promote competition among institutions, but such competition should be healthy and should not create rivalry.

It was also noted that improvement in management is possible in a relatively stable political environment, with strong leadership and policy-making by central authorities, backed up by control and accountability measures and accompanied by some degree of decentralization of responsibility; and the availability of sufficient funds to implement change.

It was also suggested that training programmes be introduced in a systematic way for all universities in institution management, for example in financial and academic staff management, management of physical facilities, management of university/industry co-operation, the development of performance indicators, computerization, monitoring and evaluation techniques.

Finally, it was suggested that universities need to establish a co-operative and amicable relationship with the ministries to perform their task and achieve their mission effectively.