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How deconstruction can be constructive: inward- and outward-bound academic entrepreneurship as drivers for change

A colleague of mine once warned me never to be tempted into a debate with a philosopher. They take time to reflect, analyse critically, comment sharply, and play wittily with language so that — in the end — you as the subject (or in most cases the “object”) of their clever, multilayered and complex discourse feel like a dog chasing its own tail.

As may be seen from this response to Johann Visagie’s (2005) statement “Deconstructing the discourse of community service and academic entrepreneurship: the ideological colonization of the university”, I have chosen to ignore my friend’s advice. There are four reasons for this.

First, science is all about critical thinking about (aspects of) the world we live in, trying to find answers, (in the process) questioning ourselves through dialogue with others, and integrating our new insights into further research we share with colleagues and the community outside the university. Torfs (2005: 3) calls this attitude *informalità intellettuale*. Such thinking is done freely. There is no thought so holy, no mechanism so fixed, as not to be open to intelligent, substantiated critique.

Secondly, the aim of my article “Implementing academic entrepreneurship in the human sciences” (Rosseel 2004) was exactly that: to stimulate debate. My starting point is simple: there is a vast body of excellent research available in the human sciences. However, very little of it finds its way into practice. Moreover, it is generally only accessible to a small number of colleagues working in the same field. For critique

to be possible and co-operative (especially across disciplines), research must be easily accessible.

Furthermore, Visagie's statement touches upon a number of important issues with regard to the goals and responsibilities of universities in general and academic entrepreneurship (AE) and community service (CS) in particular. Some of these need further clarification and debate, hence I should like to build on some of his (de)constructive comments.

Finally, the editor of *Acta Academica* would like to develop a discussion section as a regular feature of the journal. This is a good idea since it can help to stimulate interdisciplinary dialogue by giving researchers a chance to provide further explanations, thus increasing the accessibility of their research and making some of their contributions useful to other fields of inquiry.

In my view, Johann Visagie's article comprises three "levels":

- Some deconstructive reflections on the role of the university as an institution on the one hand and AE/CS on the other.
- An underlying concern with the way in which universities are currently managed which is — from the examples he gives — probably stimulated by the academic context in which he is working.
- The use of AE and CS and the surrounding debate as yet another example for his Ideological Topography of Modernity (ITM) model (cf Visagie 2004). He uses the knowledge and insights of his own domain to stimulate and enrich the AE/CS debate in a language that is accessible to all. (Accessibility and working together across disciplines are two important aspects of academic entrepreneurship discussed in my article of 2004).

In this paper, I will deal with the first and second levels, building on six topics on which Visagie comments: the role of the university in society and the challenges it faces as an institution; knowledge transfer, knowledge acquisition and service to the knowledge enterprise; the (lack of) definition of the concepts of AE/CS; qualitative and quantitative evaluation of research and teaching; the notion of the client in academe, and managing change at a university.

In order to do so, I will draw on four sources. First, research in the field of instructional psychology; secondly, research on the human side of change management; thirdly, the recent changes in the higher edu-

cation scene in Flanders (Belgium) as well as South Africa and, finally, the campaign texts from September 2005 written by five candidates for the post of Rector of the Leuven University, as well as certain newspaper articles related to this election. In the first section of the paper I will explain why I chose these sources. In setting the scene I will — directly or indirectly — touch upon some of the concerns raised by Visagie and refer to what I believe are important aspects of inward-bound and outward-bound academic entrepreneurship. I will return more explicitly to Visagie's comments and to AE/CS at a later stage. I will also respond to Visagie's criticism of educationalists and their research methodology in general and of higher education as a field of study in particular.

1. Setting the scene

My choice of sources to comment upon Visagie's reflections is not arbitrary. They illustrate just how current, emotional and necessary the debate on the (traditional) core functions of a university and the its role in society is. First, we shall consider the contribution of instructional psychology.

Instructional psychology, as a mature field of research, is well on its way towards building a comprehensive theory of performance, learning and instruction (cf De Corte 2000). This sub-discipline of psychology (or of education, as some would claim) develops and tests various models that may help to create powerful learning environments in order to facilitate the transfer of knowledge, on the one hand, and the transfer from (educational) research to practice, on the other.

The models suggested by instructional psychology, based on its rigorous and extensive research, can help teachers at all levels to design, structure, organise and deliver their courses in such a way as to facilitate learning. The discipline can thus tell us how to further improve our transferral of the knowledge created through our research to the students we teach. This is the aim of inward-bound academic entrepreneurship: the continuous improvement of the university's traditional core activities. Moreover, the better a university is at "delivering" generally educated individuals and specially trained professionals, the more students will be inclined to choose that university. As we shall see later,

the world of higher education has developed a competitiveness to which university managements have to respond appropriately. The fear of losing students (and thus income) is strong. In other words, for a university to be (self-)critical about the way it transfers its knowledge to its students does not only serve the idea(1) of continuous improvement, but also helps to build its reputation and thus contributes to its sustainability.

In the late eighties and early nineties, instructional psychology was criticised as too disciplinarily oriented. It focused mainly on contributing to the development of theory and methodology within the broader domain of the mother discipline of psychology (cf Fenstermacher & Richardson 1994). Practitioners, policy-makers and academics urged the discipline to focus also on acquiring a better understanding of education as a basis for the improvement of educational practices (cf Brown *et al* 1999; Cognition and Technology Group Vanderbilt 1996; Wittrock & Farly 1989). Taking this criticism seriously, researchers in the field started to investigate not only how they could use the findings obtained via a more disciplinary approach to improve educational practice but also how they could change their research approach and models to better guarantee the transfer from research to practice. This has led to the design research concept, also sometimes referred to as problem-solving research and development (Rosseel 2004; Brown *et al* 1999). This research model, with more recent additions (cf Baxter Magolda 2002; Stein & Coburn 2003), can easily serve as an example for other fields in the human sciences. From this evolution in the domain and from its current double focus (theory and/or practice), we may expect instructional psychology to be able to speak with some authority on the issue of creating, transferring and using knowledge.

Let us now consider the second source that will provide both context and input for our discussion: the higher education landscape in Flanders (Belgium). We will also refer briefly to the situation in South Africa. Flemish higher education has changed drastically over the past three years. Two related waves of restructuring will be mentioned here, one initiated at the European level — the introduction of the Bachelor-Master system — and one at the local (Flemish) level — the clustering of universities and non-university higher education institutions (colleges) into associations. These colleges can be compared with the former technikons in South Africa, although they are not identical. I will also

touch upon four initiatives launched by the federal and Flemish governments in Belgium.

Let us start with the restructuring initiated at the European level. The *Magna Charta Universitatum* of 1287 and the Sorbonne Declaration of 25 May 1998 led to the Bologna Declaration of 19 June 1999. The former declaration emphasised the creation of a European area of higher education as a key means of promoting citizens' mobility and employability as well as the continent's overall development. The latter declaration aimed at radical improvement in the quality of European education in order to make it competitive in the global context. Its initiators claim that competition in this context refers to academic, not economic competition. It is argued that competition among universities guarantees quality. However, efforts to attract more students nationally and internationally definitely include an economic component. The Bologna declaration resulted in the introduction of the Bachelor-Master (BaMa) structure in September 2004, a major change for both academic staff and students.

The reshaping of higher education at the local, Flemish level by means of the creation of institutional associations is a direct consequence of the Bologna Declaration. An association is a cluster of one or two universities and a number of colleges. The University of Leuven, for instance, is associated with 12 such colleges. The Flemish decree of 4 April 2003 on the restructuring of higher education translates the Bologna Declaration into a local set of rules. Indeed, Bologna clearly states that its objectives should be executed

[...] within the framework of [the] institutional competences and taking full respect of the diversity of cultures, languages, national education systems and of university autonomy (Bologna Declaration 1999: 8).

In the decree, the Flemish government defined the legal stipulations for the structuring and functioning of colleges and universities in order to encourage collaboration. The ultimate choice of the association route to reshape the Flemish higher education landscape was inspired mainly by the structure of Belgian higher education at the time of the decree. In contrast to the binary system operating in almost all European countries (short-running, profession-orientated higher education outside the university and longer running, more broadly focused university educa-

tion), the Flemish and French community in Belgium had a triple system also including a hybrid form, a non-university higher education comprising two cycles.¹

It is clear from the above that the Bologna Declaration is not a straight-jacket. Local context and culture co-determine the ultimate structure, organisation and functioning of any university. But the agreement among the European universities is to reshape the entire higher education landscape by 2010.

At the Belgian political level four initiatives are worth mentioning in the framework of this discussion. First, an innovation fund has been founded, which aims to stimulate the translation of research results into economic initiatives. 500 million will be paid by the federal government, the three federal states and the private sector. A second initiative is a brain-gain fund intended to repatriate top Flemish scientists. Every year one internationally renowned, leading researcher from the sciences and one from the human sciences will be encouraged to return to Belgium. For five years they will be funded to enable them to build a complete research team. From the sixth year onwards the host university will pay their salaries and continue to finance the research group. The same fund will pay for the return of four young emigrated researchers with the ability to develop international leading status. They too will receive money for five years in order to build a (smaller) team. A third initiative, the “Methuselah fund”, is meant for top researchers in Flanders whom the academic establishment wants to retain “at all costs”. Their teams will be financed until their retirement. Fourthly, money will also be set aside to buy heavy research equipment. Like the brain-gain fund, the equipment fund is based on similar initiatives of the Canadian government. Their studies have shown that the availability of heavy equipment attracts international researchers. Also worth mentioning is a declaration of intent by the Minister of Culture, Sports and Youth, Bert Anciaux. According to Berkmoes (2005), both the administration and the Minister himself have explicitly stated that scientific research and data registration are playing an increasingly important role in knowledge-based, reflective culture policy. Berkmoes (2005: 1) quotes from the Minister’s policy paper:

1 Cf <www.KULeuven.be/associatie>

Scientific research has a broad function in the current culture policy and plays an important role in starting a fundamental culture debate in Flanders. In recent years, the call for a more reflective culture debate has been repeatedly heard. Reflection is important because the comprehensive Flemish culture policy is confronted with complex societal topics and challenges for which there are no unambiguous answers. The results of scientific research should provide government [...] and the field [with] topics for discussion, inspiration but especially insight to deal with culture policy in a broadening sense (my translation, PR).

Let us turn briefly to the challenges confronting higher education in South Africa. The National Plan for Higher Education (NPHE) was released by the Education Ministry in March 2001. It identifies key strategies relating to student through-put, equity, diversity, research and the restructuring of the higher education landscape. The restructuring and diversity issues, in particular, shed light on the ongoing and often contentious “size and shape” debate. Overall, the emphasis of the plan appears to be on rebalancing the inequities and distortions which were created and allowed to flourish under apartheid, and on improving the efficiency of the higher education sector as a whole by means of the introduction of strategic plans and more logical programme mixes.

As a result of the NPHE, the higher education sector is currently undergoing extensive restructuring in order to position itself to meet the national requirements for skills development in the context of globalisation. The goal was to have six universities of technology (formerly technikons), eleven “traditional universities” and six comprehensive institutions (offering both university and university of technology qualifications) as of 1 January 2005.

Apart from structural changes, the year 2005 (and beyond) also poses a number of quality related challenges to higher education institutions in the country. In the public higher education sector, merged institutions, comprehensives and universities of technology are in the process of developing new academic identities. Private higher education is also engaged in a range of initiatives relating to consolidation and refocusing. All higher education institutions are faced with the challenge of developing new programmes and research profiles that are as academically rigorous as they are socially and economically responsive. The Higher Education Quality Council (HEQC) is in the process of implementing new audit and accreditation systems as well as supporting

capacity development in a number of areas, in accordance with its statutory responsibilities.

Although the Ministry has stated that the recommendations of the NPHE are “non-negotiable”, it is obvious that the opinions of the entire spectrum of universities — voiced since 9 May 2005 through the new leadership association HESA (Higher Education South Africa) — will have an important influence on how the various components of the national plan are implemented and what their overall impact will be. The South African Universities’ Vice-Chancellors’ Association (SAUVCA), now merged with the Committee of Technikon Principals into HESA, says:

Broadly speaking, [it] supports the Plan because it is sending the right signals in terms of its overarching objectives. However, the context within which it is to be implemented needs to be more clearly addressed if these objectives are to be fulfilled. In particular, negotiation and consensus should not now be replaced by an autocratic approach to policy implementation.²

In his opening address as Rector of the University of the Free State, Frederick Fourie (2003: 1) referred to the integration of the Qwaqwa University and the Bloemfontein campus of Vista University, summarising the challenge to universities in South Africa as that of becoming “high quality non-racial, non-sexist, multicultural and multilingual universities”. He continued:

In a very dramatic fashion this reconstitution of the University of the Free State also signals how much a university can and often must change, but also that it does so amidst its continuity of existence as *a university* — as part of the centuries old university tradition all over the world. At the same time it signals that this University, like others in South Africa, has a significant role to play in shaping our new nation (underlining and italics original, PR).

From the foregoing discussion it is clear that both countries want to change their higher education landscape drastically by 2009 (South Africa) and 2010 (Flanders). Although the impetus, context and content of the changes may be different, the way in which the two coun-

2 The four paragraphs above have been adapted from the SAUVCA report <<http://www.sauvca.org.za>> and the HEQC communiqué on plans and activities for 2005/2006 published in April 2005 at HEQC <<http://www.che.ac.za>>.

tries are dealing with the challenges they face is very similar: by making structural and organisational changes which affect all higher education institutions in one way or another and by raising the bar as far as the quality of teaching and research is concerned.

Mergers and integrations affect higher education institutions with different histories, missions, cultures, student populations and ways of working. Within the framework of such multiple and complex changes, there are another couple of similarities between the two countries. First, there is no choice. For the South African Ministry of Education the “recommendations are non-negotiable”, while the European universities wanted to determine for themselves what their future should look like because if they had not pro-actively reorganised themselves along the lines of the Bologna Declaration, they would not only have missed a historic opportunity, but also have lost the initiative and reorganisation imposed on them. Secondly, both countries expressed concern with regard to their autonomy in implementing the agreed changes. And they were right to do so since the devil is in the detail. It is important to distinguish between two levels of implementation: the macro-rational level and the micro-emotional level. Correctly, the South African and European higher education institutions want(ed) to translate the recommendations of the NPHE and the guidelines of the Bologna Declaration into practice for themselves. But being allowed to draw up, discuss and implement the plans at a national (European) or institutional level (in South Africa or Flanders) in terms of new structures is the “easy” part. In many cases top management is the local architect of the new structure and has been part of the change process since the very beginning. “Ownership” is thus complete. The real challenge is the second wave of implementation, to achieve “buy-in” from the academic staff who, along with the students, are most affected by the changes. As we shall see, the changes are not being dealt with appropriately at the micro-emotional level. Not only is this level being inadequately managed but the very fact of considering it as a second step, a next phase in time is problematic. This micro-level change management is an issue not only for higher education institutions, but also for many companies and organisations worldwide. Today, both the corporate world and academe acknowledge the importance of the human aspect of change processes and they do their best to address it but, to judge from the feedback from their workforces, they do not really know how to deal with it.

This brings us to a third source that will provide background and input for our discussion. Unlike instructional psychology, the human side of change (management) is a fairly new, interdisciplinary field. It appeals to research in various domains of the human sciences, such as sociology, linguistics, applied economics, communication, psychology and education. There is a clear need for a field of study that can provide governments, organisations and individuals with well-founded theories and models to cope with continuous change and the ever-increasing call for flexibility. In my paper “Implementing academic entrepreneurship in the humanities” (Rosseel 2004) I showed that real interdisciplinary collaboration, especially in the human sciences, is practically non-existent. It is thus far more difficult for an emerging discipline like the human side of change management to establish itself. There is little or no cross-fertilisation among the disciplines that could contribute to building a unified theory of the human side of change management, thus the communities of practitioners who need such theories and models derived from them fill in the gaps themselves. The models they come up with are simply sometimes (though not always) rooted in folk positivism, as Visagie (2005: 226) suggests. These days, many organisations hire employees educated at universities to help them see the wood from the trees. But these graduates have been trained in only one or, in exceptional cases, two disciplines. They do not have an overview of the whole spectrum. What is more, the accessibility of our research is an issue. It is not their task to go and look for the building-blocks that will constitute a unified theory. That is the responsibility of the universities. The concept of inward-bound academic entrepreneurship refers — among other things — to a pro-active attitude of researchers getting involved in real interdisciplinary collaboration. It is called “inward-bound” and “academic” because it should be an intrinsic task of any researcher within a university. I use the term “entrepreneurship” because interdisciplinary collaboration does not come automatically, as I have shown elsewhere (Rosseel 2004). It requires a change of mindset and behaviour on the part of the researcher and may even necessitate changes in the structure or organisation of a university, faculty or department.

In my paper on academic entrepreneurship in the human sciences I argued that researchers (those with the right profile and who choose to do so) helping practitioners solve their problems are more likely to

seek research findings in other disciplines if their own field does not provide them with the necessary answers. They will be all the more likely to do so if they take co-responsibility for and co-ownership of the problem of practice for which they have been solicited, and for its solution. In other words, collaboration between researchers and practitioners with the objective of solving current problems of practice stimulates interdisciplinary inquiry. The data and findings produced in this collaboration may be used to pursue further research across related fields — in other words, outward-bound academic entrepreneurship. “Outward-bound” refers to the researcher’s active involvement in problems of practice. It is “academic” because it is based on sound research and stimulates new research. And it entails “entrepreneurship” because it requires an attitude and behaviour that are not “natural” among researchers in the human sciences as well as an entrepreneurial spirit in helping to manage and solve problems of practice. Thus, interdisciplinary collaboration and research can be stimulated by outward-bound academic entrepreneurship and can as such serve as an example and stimulus to inward-bound academics.

Like instructional psychology, the discipline of the human side of change management can definitely help to marry theory and practice. First, there is a real need for theories and models among governments, organisations and individuals. Secondly, some outstanding, well-researched building-blocks already exist. We merely have to look for them in the different domains, analyse them critically and bring them together to build a unified theory of the human side of change. Let us consider an example of such a building-block, this time taken neither from organisational or management theory, nor from “leadership” books or business biographies, but from instructional psychology. It is called intentional conceptual change, and is characterised by

[...] goal-directed conscious initiation and regulation of cognitive[,] metacognitive and motivational processes to bring about a change in knowledge (Sinatra & Pintrich 2003: x).

Sinatra & Pintrich provide theoretical groundwork, experimental research and practical examples of how people regulate knowledge change. Intentional conceptual change is believed to be an important aspect in helping people to adapt their behaviour and is important in managing change at the micro-emotional level mentioned above.

Proper, sound academic entrepreneurship is based on both fundamental and applied research in one or more disciplines. As such, it does not stimulate “a new kind of class system” at the university as Visagie (2005: 232) suggests. In fact, it is precisely thanks to the theoretical groundwork and the experimental studies executed on the “traditional side” of the university that outward-bound interventions and research can be done. In other words, outward-bound academic entrepreneurship makes use of precisely the “extraordinarily beautiful” theories and their (sometimes) “extraordinary explanatory powers” that do not necessarily (yet) make “socio-economic sense” or cannot (yet) “be measured and evaluated for some practical use” (Visagie 2005: 232, my additions in brackets, PR).

It is clear from the foregoing that outward-bound academic entrepreneurship can also help universities in general and the human sciences in particular to counter the perception and criticism — rightly or wrongly — that they are too isolated from reality.

This brings us to the final source that will provide background and input for our discussion on AE/CS and help us to answer some of the comments made by Johann Visagie: the campaign texts written in April and May by five candidates vying for the post of Rector of the University of Leuven, as well as some associated newspaper articles. It was the first time in the history of the University that five candidates were competing for the Rectorship. Finally, after 580 years, things were livening up!³ One candidate came from the pure sciences, one from the medical sciences and three from the human sciences (one of them is attached to the medical faculty). Although the campaign was conducted correctly and in a calm, constructive atmosphere, there was some excitement. I am not only referring to the fact that three rounds of voting were necessary and that the final round was a close call (with a difference of only twenty votes) between the two “real” candidates from the human sciences who — interestingly enough — belonged to two small faculties: theology and canon law. There was a more profound issue at play, which had been creating concern and criticism among academics (at other Flemish universities as well). Let us first consider some of the facts.

3 The University of Leuven was founded in 1425.

During the last three of his ten years in office, the retiring Rector (a pure scientist) and his team successfully implemented the Bologna agreement and established the largest association in Flanders. They managed the changes at the institutional macro-rational level flawlessly. Nobody would deny that this was quite an achievement. The organisational structure is now in place.

It was mentioned above that the Flemish government has created funds to attract and stimulate top researchers. The Lisbon norm also stipulates that the countries of the European Union should spend 3% of their gross domestic product on both basic and applied research. By boosting research and innovation, the EU hopes by 2010 to have established the “most dynamic and competitive knowledge-based economy in the world”. To achieve this, resources must be combined, research-political sectarianism has to be abolished and scientific excellence needs to become the norm. In addition, better integration of industry into research policy is planned. The financial structure is being put in place and clear agreements have been made for the future. In other words, at the political macro-rational level, locally and throughout Europe, tangible efforts have been made.

The human sciences, which claim (and rightly so) not to have been treated equitably in comparison with the applied and medical sciences when it comes to financing, are explicitly mentioned and the latest government initiatives suggest an understanding that the imbalance needs to be redressed.

This would all seem to be good news for everyone in academe, but nothing is further from the truth, as the reactions from academics in Flanders and elsewhere in Europe show. Let us consider two comments that, although dealing with different issues, come to the same worrying conclusion.

In an article in *De Standaard*, Lieven de Cauter (a philosopher) aptly summarises the frustration of many of his Flemish and European colleagues:

The most important thing as far as the upcoming elections for a new Rector are concerned is that the new Rector stop the economising of the university. Because the university is not a factory [...] [or] a fishing pond for industry. [...] The dictatorship of management thinking does not help the university. The cultural-scientific education of students, academic freedom and critical thinking are threatened

by this kind of economising tendency (De Caeter 2005: 37, my translation, PR).

Because of this tendency, De Caeter continues, academics are swamped with extra work which causes serious loss of time for one's core activity: research and teaching. He ends by referring to the origin of the word "school" which is derived from the Greek *skolè* and means leisure time, unproductive time, time for study, research and contemplation: "Plato founded his Akademia outside the walls of Athens, far away from the *agora* and even further away from the *oikos* and economic life" (De Caeter 2005: 37, my translation, PR). De Caeter puts his finger on the problem, while his concerns and cutting phraseology match Visagie's pointed criticism of the idea of a university run like a company, with all that this entails.

In an article by Marc Reynebeau (2005: 45) "No English, no money", the Australian-British linguist David March, now working at a Finnish university, comments upon another touchy subject in the Flemish higher education landscape: the introduction of English as a medium of instruction. It is exactly 75 years since Dutch was introduced as the medium of instruction at the University of Ghent. Before that, the language was French and before that, Latin. Anybody with a knowledge of South African history and the current educational context of the country will understand the sensitivity of the matter, although the Flemish situation is far less complex than that facing South African universities today. As elsewhere in Europe, English is gradually being introduced in postgraduate courses or Master-after-Master courses, as they are called today. However, a Belgian university or college cannot simply opt for English as its medium of instruction. English is a foreign language in Belgium, while French and German are second languages. Using a second or foreign language as a medium of instruction is strictly regulated by law in Belgium, undoubtedly as a result of efforts to keep the political and cultural balance in the country. But will these laws eventually help Flemish higher education in the post-Bologna era? Indeed, the discussion on the introduction of English in higher education is driven by more than just historical and cultural motives. It also has a clear economic component. The introduction of English as a medium of (post-graduate) instruction is mainly intended to attract foreign stu-

dents. “The EU expects 5.8 million such ‘clients’ by 2010” says Reynebeau. He considers that

[...] with a new language a new mentality has arrived: that of market thinking. Universities have to become companies and be competitive [like] any other company (Reynebeau 2005: 45).

According to David March the Bologna agreement, the introduction of the Bachelor-Master structure and the clustering around associations have forced universities to focus their attention on the free market. It is exactly this tendency that De Couter, along with many other colleagues wants to avoid at all costs, in order to safeguard the essence of the university. Many academics agree with Reynebeau (2005: 45) when he refers to

[...] the blind and often thoughtless way in which the Flemish higher education institutions have introduced ‘Bologna’ and the BaMa, including the Anglicisation.

At the micro-level, the level of the individual academic, the whole restructuring process “has given way to chaos and bureaucratisation”. Reynebeau (2005: 45) concludes by observing that “the frustration is palpable in every corner of the faculties” (my translation, PR).

University managements defend themselves by saying that European higher education should be aligned in its approach in order to stimulate mobility and enhance quality. They argue that the structural and organisational changes that necessarily follow from this have been agreed upon by the Flemish interuniversity council (the Vlaamse Interuniversitaire Raad, which is the Flemish equivalent of the HESA) and in the Bologna Declaration, at the European level, and that they have been communicated and debated in the various universities. Many rectors and their staffs are convinced that the changes are also essential in order for their institutions to compete with American universities. Some Flemish universities, for example, are still thinking of introducing an accreditation system. Scores would be given from A to E, based on sixteen criteria determining the quality of education offered. Other universities have reservations about whether the quality of education can be summarised in a single figure, but realise that evolution in that direction is inevitable (Oosterlinck 2001). In an article in *De Morgen*, the retiring Rector of the University of Louvain, André Oosterlinck,

writes that there is “a wrongly understood interpretation of the economic dimension of the Bologna process”. The economic terminology used is only of importance in terms of the main goal of the Bologna process, namely to achieve

[...] an increase in quality of our university education and research stimulated at a European level, precisely to protect our European higher education from exaggerated commercialisation within a global perspective (Oosterlinck 2001: 9).

According to Oosterlinck (2001: 9),

[...] the keyword is thus quality, not commerce. That is the main reason why governments have to organise the accreditation systems themselves and base them on international collaboration. A university can best guarantee that quality by standing by its policies. These policies are: *knowledge* generated by scientific research and disseminated via scientific education, *truth* generated via a constant, honest and critical inquiry of the world and *values* generated through an enriching openness towards and dialogue with the world (my translation and italics, PR).

In a more recent article in *De Campuskrant*, Oosterlinck (2005: 9) counters the criticism that universities today are run like companies and argues that

[...] in universities run as companies the top management would dictate the topics on which courses should be given or research should be done. We would make sure that our ‘products’ were adapted to the market. This has never happened.

In this era of globalisation, nobody will deny that the erstwhile higher education landscape of Flanders, Europe or South Africa had to be restructured to keep pace with the fast-changing, flexible world our institutions help to shape. A transparent system of qualifications, internationally comparable curricula and assessment, an evenly high quality of standards, and equal opportunities for all to study are universally advantageous. Academics (whether part of the university’s management structure or not) and the majority of politicians insist that this striving for alignment and continuous improvement should happen within the framework of institutional competencies and with the necessary respect for the diversity of cultures, languages, national education systems as well as university autonomy. If every region or country wants to keep its higher education identity in the world of tomorrow, they will all have to nurture the *universitas* ideal and the real university.

Based on the analysis above, two problems can be identified. First of all, although there is agreement at the macro-rational level as far as the changes in the higher education landscape are concerned, there is definite disagreement at the micro-emotional level. This points to a serious gap in communication on the one hand and a lack of careful analysis of the real needs of the people involved on the other hand. The preparation and execution of the implementation phase has not been properly managed. This may also affect changes still to come. Secondly, as Bart Pattyn (2005: 54), an ethics professor, puts it:

[W]e live in an environment in which the inevitable is hanging over our heads heavily and in which evolution imposes itself upon us with an iron logic. We cannot negotiate about what will come our way sooner or later [...]. The atmosphere is dark, the future is uncertain and caution is primordial.

His analysis seems to suggest that we are dealing with a mindset which simply accepts that things take their course and there is nothing much that can be done about it.

So far, in setting the scene, I have tried to respond to some of the comments and criticisms of Johann Visagie and to define briefly what I understand by inward- and outward-bound academic entrepreneurship. I shall now use the four sources described above to comment further on the points raised by Visagie, under the following headings: the role of the university and the challenge to the universities and their managements; knowledge transfer, knowledge acquisition and service to the knowledge enterprise; defining AE/CS; qualitative and quantitative evaluation of research and teaching; the notion of the client in academe, and managing change at the university.

2. The role of the university and the challenge to its management

My paper on implementing academic entrepreneurship in the human sciences stimulated Visagie to raise some fundamental concerns about the (future) role of the university as an institution and its “traditional” core functions, research and teaching. As demonstrated above, he is clearly not the only one who is concerned.

It is indeed important to remind ourselves from time to time what a real university is. The questions to be asked with regard to this are: What do we as an institution and a university community want to stand for in society? In what way are we different (and do we want to be different) from but also similar to other organisations?⁴ How can these differences and similarities help us to be an integrated part of society but also to keep our distance so that we can study that society? In a world that is becoming smaller and smaller, and changing at an ever faster pace, the answers to these questions should be re-evaluated on a regular basis. The questions need to be debated with the communities inside and (to some extent) outside the university and the answers should be clearly communicated.

But the answers themselves are nothing more than a photograph. The picture has meaning only insofar as it relates to our past and helps us to understand our role in the world of tomorrow. The relationship with the past is one of both continuity and discontinuity. Continuity is aimed for when it comes to fostering the core functions of the university and the *universitas* ideal. Discontinuity with the past is important in cases where individuals or groups were not all given the same rights, in South Africa. But there is also a need for “discontinuity” with regard to certain beliefs. For instance, it is essential that government, the academic authorities and — to a certain extent — industry put fundamental research at the top of their agenda and act accordingly. In return, though, society has the right to know what research we are doing and what its quality is. Also, in trying to become more efficient and effective as a university, or while implementing the changes in the higher education landscape discussed above, it is important that we do not eliminate the person of the lecturer (Visagie 2005: 230). However, we must realise that the way in which we interact with our students has a great impact on their acquisition of knowledge and skills. We have been used to working in a certain way over the years and we sometimes take things for granted. We hold certain epistemological and instructional beliefs that need to be questioned and changed in response to recent research (as I shall demonstrate in the next section). Indeed, we cannot ask others to be critical-analytical (as a core behaviour of any academic or in

4 Where there are similarities we can use best practices from others — there is no need to reinvent the wheel.

order to probe all kinds of hidden interests), and not apply this stance to ourselves. Academic freedom does not mean that we can do anything we want in whatever way we want without in-depth reflection (by ourselves or others) or without being accountable for the outcomes and for the continuous improvement of (the process of attaining) these outcomes.

One of the reasons why the higher education landscape has changed so drastically is precisely to safeguard “some historical continuity with ‘the old’ [idea of a university]”, as Visagie (2005: 227) calls it, and to render the university as an institution less volatile in a turbulent world. Marc Vervenne, the newly appointed Rector of the University of Leuven, puts it as follows:

[...] our university is not confined to a small room in which it can foster its achievements. We have to focus resolutely on the future, which takes place in a cosmopolitan environment in which the universities must once more assume the intellectual leadership in the social debate (my translation, PR).

In their campaign to become the Rector of the University of Leuven, the two remaining candidates from the human sciences, Vervenne and Torfs, translated the continuity with the past and the focus on the future as follows. Vervenne (2005: 1) talks about the university as vulnerable:

Vulnerability is [...] not a weakness, but indeed offers us the possibility of changing those aspects that weaken our academic organisation.

In the view of Torfs (2005: 4), we should not accept what happens to us as something we cannot influence or change:

The key to change is an in-depth analysis, [...] both expressing a feeling of discomfort and implicitly accepting a *status quaestionis* as the starting-point for policy.

In other words, one should not simply complain, or change just because that is what is expected, but critically analyse (not in isolation but together with the whole university community) and act wisely on that analysis. Clearly, the candidates impressed their voters by showing that they understand their genuine feelings and concerns.

In the context described above, the challenge to university management is huge. Rector Vervenne, for instance, will have to finalise the enormous process of change started by his predecessor. But he will

also have to consolidate all the changes that have been implemented thus far. Employees of the university may well embrace such changes with their minds (understanding why they are necessary) but not yet embrace them in their hearts (really believing in them and adapting their behaviour accordingly). Finally, he will have to discover and act on the concerns and frustrations of his personnel, which result in large measure from the reshaping of the higher education landscape and the way this has been managed (on the macro-rational rather than the micro-emotional level). It will definitely be a balancing act involving a number of tensions. In his campaign manifesto Rector Vervenne (2005: 2) summarised these tensions as follows:

[T]he bureaucratisation of the organisation and administration of the university *vis-à-vis* the unregulated and flexible aspects of its core mission; the increasing pressure to excel in research and teaching *vis-à-vis* the impossibility of fixing 'excellence' in one single definition which sufficiently takes into account the individual character of the different domains of science; the urge to occupy a top position in the international rankings *vis-à-vis* the limited means and time we can mobilise to attain that target; quantifying bibliometrics *vis-à-vis* the domain-specific interpretation of research results; the execution of Bologna *vis-à-vis* the development of real intellectual mobility; the threat of losing one's identity and autonomy *vis-à-vis* the opportunity of an association with colleges; the competition with other Flemish universities and higher education institutions *vis-à-vis* the need for dialogue; the patronising behaviour of the government *vis-à-vis* the importance of decisive and constructive consultation, *inter alia* on financing; on conforming to the standards of society *vis-à-vis* the mission of being a pioneer in the intellectual debate (my translation, PR).

Of course, this realistic summary of the challenges does not guarantee that appropriate solutions to these tensions will easily be found, nor does it guarantee successful implementation. But at least the issues are on the table for further analysis and discussion within the university community. At the University of Ghent, for instance, the debate resulted in a division as a temporary resolution of work pressure: professors who (mainly) pursue research on the one hand and professors who (mainly) teach, on the other. At Louvain, the new Rector has appointed a Vice-rector who — among other tasks — must reduce the bureaucratic complexity of the university. These measures show that the new management teams have listened to their staff and are serious about addressing their concerns and frustrations.

The marriage of the future with the past has to be constantly managed in the present, at both the macro-rational and the micro-emotional levels. Based on the examples I have given above and on many others I have come across in working with universities in Europe, the US and South Africa, I am confident that the university as an institution is not in danger (yet). However, we have to be vigilant and, by managing the present well, remain one step ahead of the future. In-depth (self-)analysis; openness to critical comments from within and without the university, and continuous efforts to improve, from top management as well as every individual academic, are crucial in protecting “the structure and history of a life-form such as the university” (Visagie 2005: 222).

Let us now consider in detail one of the core functions of the university: the transfer of (scientific) knowledge to students.

3. Knowledge transfer, knowledge acquisition and service to the knowledge enterprise

Visagie (2005: 225) argues that the current changes in the higher education landscape in general and in the training of students for community service in particular “detract from another [...] core function of the university: the unconstrained acquiring of knowledge as a value in itself”. He writes that it is difficult to be accountable to society about something that is not on the agenda — the unique type of knowledge responsibility entrusted to the university.

I believe that the issue is not so much that something is not being put on the agenda but rather that there are so many interesting and necessary things to do that there is not sufficient space on the agenda for them all. New trends (in society and in the university environment) and the changing expectations of students, government, industry and the community at large require a different, more flexible university. Accepting such developments does not mean that we should forget or no longer use the best practices from the past, give up our identity, or abandon the core functions and values of the university, as discussed above; it means embracing the new trends and expectations without being dependent on them.

Based on these trends and expectations, it is clear that the creation, transfer, acquisition and use of knowledge are important within the

university today (and of course also, but in a less independent way, in industry). Note that knowledge use refers both to usable knowledge (the “product”) and to how one can use the knowledge one has acquired (the “process”). The unconstrained acquisition of knowledge as a value in itself fits perfectly within this framework. It continues to be important today and should be fostered. In this sense a university differs from industry. There may, however, be less room for it than in the “good old days”. It is not a matter of “either x or y (on or off the agenda) but of “x and y”.

Most people who teach at a university do so with their heart and soul. They take their job of transferring scientific knowledge (and, to a lesser, extent skills) very seriously and thrive on their interaction with their students. Some succeed quite naturally in exciting their students about what and how they teach, while others have to make more effort. But research on learning and instruction in higher education shows that this enthusiasm is not sufficient and that sometimes well-intentioned instructional initiatives and efforts do not stimulate learning at all and may even lead to “de-learning”. In order to explain this issue of the transfer and acquisition of knowledge, I will deliberately not refer to sound research by learning experts in a corporate environment⁵ but to two studies executed in the domain of instructional psychology and in a university setting. The results are, of course, valid and applicable to many other learning environments, whether formal (in a lecture room) or informal (in the workplace).

The first study, by De Corte *et al* (2004), involved first-year students in Business Economics. The trigger for the research design was a European Round Table of industrialists (ERT) in 1995. During the ERT it was argued that “there is an ever-widening gap between the education that people need for today’s complex world and the education they receive” (De Corte 2004: 3). In trying to confirm or refute this claim, De Corte and his colleagues carried out a research project aiming to design, implement and evaluate a powerful learning environment for fostering learning competence in first-year university students. They integrated several aspects of expertise: metacognitive, affective, and

5 Cf Fiol & Lyles 1985; Senge 1990; Argyris 1992; Dodgson 1993; Pfeffer 1999 & 2000.

conative skills as well as related metaknowledge, into the real instructional context of an experimental group (E) of 47 first-year students in business economics. The intervention focused on the acquisition of eight regulatory skills that were taught in a series of ten sessions of 90 minutes each, supplemented by numerous homework assignments aimed at practising and transferring knowledge and skills. The study also involved two control groups of 47 students each: in the first (C1), a treatment was applied that focused on cognitive activities such as “analysing” and “rehearsing”; the second (C2) was a non-treatment group. Students were selected from a total group of 352 freshmen taking into account several entrance characteristics (prior academic knowledge, intelligence, cognitive study skills, attribution behaviour, self-judgement of executive regulation activities, and gender). E and C1 were independent but equivalent groups in terms of their average level of intelligence and prior knowledge; E and C2 were matched groups (De Corte *et al* 2004: 23-4). The transfer of regulation activities to a course in statistics that was not involved in the intervention was also measured (De Corte *et al* 2004: 28).

The major outcomes of this revealing study can be summarised as follows. First, the students in the experimental group knew more about the impact of personal characteristics (such as prior knowledge, diligence, carefulness and reflectiveness) on studying and taking exams, and they had a more extensive knowledge of coping with negative emotions during learning. Secondly, the students in the experimental group had become more competent in learning and as such were more self-regulating for the statistics course than their peers in the control groups. This transfer of behaviour explained a substantial part of the variance in the examination scores for statistics. Thirdly, in the first-year, the students in the experimental group outperformed the control students in terms of their overall year-end results as well as for the two major intervention courses: macro-economics and management accounting. Last, but by no means least, the students in the experimental group obtained better overall results as measured by examination scores, pass rates, and study records (De Corte *et al* 2004: 29-30).

The second study I would like to mention here is one that does not deal with the transfer of knowledge to freshmen but with advanced knowledge acquisition: learning beyond the introductory stage for a

subject area but before the achievement of practised expertise that comes with massive experience (Spiro *et al* 1989: 375). As early as 1989, Spiro and his colleagues produced research in biomedical cognition that revealed a substantial incidence of misconception among students, attributable to various forms of oversimplification, despite their having been exposed to appropriate information. From further studies with students in the medical sciences they concluded that “introductory learning, even when it is ‘successful’, lays foundations in knowledge and in an approach to learning that interfere with advanced cognition”.

Research in the domain of learning and instruction has shown that there is much more to the transfer and acquisition of knowledge than we may think and that our own and our students’ epistemological and instructional beliefs sometimes interfere with the attainment of the intended learning outcomes. The results of studies in this domain demonstrate that the ways in which we deal with knowledge and knowledge transfer are as important as the knowledge itself. Based on the two examples above (and many others that have been published in this domain) it is clear that, by means of genuine disciplinary modes of investigation (cf Visagie 2005: 226) instructional psychology has created a vast body of scientific knowledge that can be very useful to teachers in general and to lecturers in higher education in particular. Since the transfer of knowledge is one of the core activities of a university, it should be part of a lecturer’s job to know about how people learn and to use available knowledge to create powerful learning environments for our students, on the one hand, and to teach students how they can learn better, on the other. From this perspective, the idea of lifelong learning is not merely a trend (or a “container concept”) but a necessity. Our agenda may already be over-full, but if we want to be of service to the knowledge enterprise of which we are part, we will have to set the right priorities (preferably before someone else does so for us).

In my paper “Implementing academic entrepreneurship in the humanities” (Rosseel 2004) I mentioned this form of service to the knowledge enterprise as an example of inward-bound academic entrepreneurship. I also touched upon the introduction of “visitation commissions” during which a team of colleagues discusses the curriculum and lectures of a peer with him/her. These commissions were instigated to stimulate — among other things — entrepreneurship in terms of aca-

ademic teaching. Unfortunately, such interventions are often experienced as interference, restricting academic freedom as well as increasing bureaucracy. There is definitely still a lot of work to be done to promote this potentially useful, well-intentioned, macro-rational level initiative to the academic community, where there is much scepticism about both this concept and many other “continuous improvement” activities.

There is a last challenge to the knowledge enterprise *par excellence* which I should like to mention here. This time the pressure does not come from within but from outside the university. Again, I shall give two examples.

In the framework of a lecture held for the Association of the University of Leuven with the title “Bridging the gap ... About the relationship between culture and research”, Toon Berkmoes (2005), director of CultuurNet Vlaanderen, complains about the egocentrism and narcissism of some researchers. He claims that they are not really interested in what the cultural sector needs or expects from them and that in their contacts with the sector and the government they are simply looking for money to be able to do “their thing”. Such researchers are self-absorbed, Berkmoes continued, and sometimes even patronising. The relationship between the cultural sector and the researchers is not the only problem Berkmoes sees. He reproaches the world of research for consisting of so many small islands where little or no consultation or collaboration take place and of people who always want to win the argument and who are sometimes even hostile towards one another.

For the second example we go to the Netherlands. Worried about the state of the Dutch knowledge economy, a number of large companies in the Netherlands (Akzo Nobel, DSM, Philips, Shell and Unilever) started their own education project to interest youngsters in careers in technology. They are unhappy with the way Dutch education promotes the knowledge economy and prepares students. They compare this with Finland, where government, industry and universities have successfully joined forces to educate students even better and to link knowledge and products in a more appropriate way (cf Nauta 2003).

This is not a call to drop the unconstrained acquisition of knowledge as a value and to turn to (immediately) usable or relevant knowledge. Both examples represent a plea to use the valuable knowledge created in all domains within the university, where possible, also to

meet the increasing number of requests for help from the community of practitioners. Unlocking this trapped value will also help our institutions to shed the negative “ivory tower” perception that is clearly present in both examples. When I quoted Butera (2000), arguing that universities should “produce, broker and disseminate relevant knowledge”, it was in this context.

Once again, academics might object: “Even more work!” But nobody said that the entire load should be carried on the same shoulders. One academic may be more interested in (pure) research, another in teaching and a third in outward-bound academic entrepreneurship. What links the three different profiles is their involvement in creating, transferring and/or using scientific knowledge. One “type” is not better than another. In an ideal world the three “types” of academics rely on one another to perform their task (even better). The first two profiles have always been part of the core business of the university. The third “type” (the one interested in outward-bound academic entrepreneurship) is not new but recent enough that the job description is still being written. In my paper (Rosseel 2004), I suggested some building blocks to help construct the role profile of this third “type” of academic, which deserves a fair chance. With some good organisation, the appropriate structures and, most importantly, the right mindset and behaviours, the three “types” of academics can be an integral part of the real university as defined above and exist by virtue of one another rather than merely alongside one another.

In my work with universities, their top managements and many colleagues in different parts of the world, I have witnessed their dedication to the knowledge enterprise and the accountability of the majority of academics in their own ways, for what they do and how they do it. But whether we are accountable or not is also judged by the beholder. As has been shown above, society expects the contribution and the accountability of a university and its academic staff to go beyond what they are already doing so well — being a place from which a never-ending stream of generally educated and specially trained graduates is sent out into the community; a place where everyone can fulfil their educational needs and desires at the tertiary level; a place where the nature of society itself is studied and where consultations with all kinds of social entities and professions are held, and a place from which people

who teach and do research go out into the community, establishing professional practices and services of various sorts (Visagie 2005: 224).

Based on the examples given above, on my research and on the work I have done with various groups of practitioners, I am convinced that the human sciences have a great deal to offer in terms of CS and both inward-bound and outward-bound AE. In the many domains of the human sciences, diverse and different approaches to sound basic and applied research are used; there is a wealth of research data on offer, and a range of relevant, usable knowledge is readily available. In my paper “Implementing academic entrepreneurship in the humanities” I attempted to suggest how this trapped value can be proactively shared with communities of practice, to the mutual benefit of practitioners and scientists.

4. Service to the community and/or academic entrepreneurship

Visagie (2005: 226) accuses the CS/AE discourse of a lack of intellectual depth. He expects to see the emergence of critical-analytical discussions of trends and of the whole concept of CS and AE, as well as a probing of any hidden interests that may infiltrate the concepts and the surrounding debate.

I support the latter fully, but tend to be a bit more cautious with regard to the former. That is, while it is true that much superficial literature on CS and AE exists, there are also well-researched articles, especially in the domain of AE. The first definitions of AE date back to the late sixties and early seventies, but the bulk of such articles published since the second half of the nineties give examples, analyse them and their impact, and study how AE can be integrated into the university.⁶

Apart from a number of more general comments about the CS/AE debate, Visagie (2005: 226) also makes reference — especially towards the end of his analysis — to a number of issues I raised in my paper,

6 Cf for instance Walter 2001; Glassman *et al* 2003, and Meyer 2003. For different aspects of AE/CS in the context of South Africa in general and the University of the Free State in particular, I refer to articles by Subotzky (1999), Fourie & Fourie (2001), Waghid (2002) and Van Aardt Smit (2003).

mainly at the very beginning. I will briefly respond to these one by one. But before doing so, I would like to add a word of caution. Although I wholeheartedly support Visagie (2004) in his attempts to perform deconstructive analyses (whether about certain forms of multiculturalism, the concept of “Africa”, Afrikaner protest politics, the CS/AE discourse or anything else) and although I clearly see the rationale behind his doing so, the potential benefits, that critique can be a co-operative enterprise, a degree of caution is required. The danger exists that in the process of deconstruction, one picks and chooses (only) those elements that support a particular point (of view). By isolating these elements from their original content, one may fall prey to many things, but definitely to *Hineininterpretierung*. Thus one may make a debate (even more) ideological in order to be able to deconstruct it again afterwards. The words used and the examples given are not always as “dangerous” as some would like them to be. I am convinced that deconstruction and ideology critique are important tools which can help us all reflect and help society see beyond the surface of the things that happen. But these methods must be approached professionally, with the goals, and in the manner and spirit described by Visagie.

4.1 The relationship between AE and CS

In my view CS and AE are different concepts. If we wish to compare CS with AE, we need to compare it with outward-bound AE. Thus I see CS as the more general term referring to any type of service to the community by the university and its staff. As such, outward-bound AE is an example of CS.

What AE and CS concretely mean for one university or another can best be defined by that university. In some universities I have worked with, AE and CS offices exist alongside each other. Academic staff are not always well informed about what these offices actually do or how they can be of help to them. Academics have sometimes wanted to launch research or community projects with practitioners and been caught between the two offices, having to fill in all sorts of forms so that an “independent” person could decide which office would host the project. Bureaucracy thus led to demotivation.

4.2 The possibility of CS and AE endangering careers and/ or the university's reputation

In my paper "Implementing academic entrepreneurship in the human sciences" (Rosseel 2004) I wrote that overlapping and complex structures may stimulate bureaucracy and demotivate entrepreneurial academics (cf my comments above in 4.1). This holds true in general and not only where two separate entities — AE and CS — exist without a clear mission and well-defined goals. I added that people may also be seduced into using that complexity in good or bad faith, thereby endangering their own careers and/or the university's reputation. What caused me to make that comment was a scandal in Asia involving a Hong Kong-based university. It accepted one billion dollars for lung cancer-related projects from the tobacco giant Phillip Morris. University top management made no comment and the committee of Hong Kong heads of universities said it did not allow its members to accept tobacco funding. However, other projects in related faculties had been sponsored by the same company. The scientist concerned had no problem with it. A member of the legislature said it would hurt academic credibility but mentioned that he was not against tobacco firms funding research into how smoking causes cancer. A WHO consultant warned that the practice was dangerous. It was believed that — among other things — the complex overlapping structures within and among the Hong Kong-based universities were responsible for a lack of transparency and communication about research projects being sponsored by tobacco companies.

4.3 The impact of outward-bound AE on teaching and research

My paper (Rosseel 2004) tried to encourage outward-bound academic entrepreneurship in the human sciences. As indicated above, a good deal of sound research has been done in the different domains of the human sciences that is very valuable in its own right. The question I raised was: "Would it not be advantageous to do even more with it?" And if (not when) a department or a faculty or an individual researcher decides (nothing is imposed — it is a conscious choice) to go that route or to hire an outward-bound academic to help with this type of service to the community, how can the department, faculty or individual be-

nefit from it? (In industry the term “return on investment” is used, but I shall refrain from using economic terminology here). Talking with practitioners can help academics to understand their needs better; working with practitioners can provide additional data for research (I shall return to this later), and the many situations researchers and lecturers encounter and the examples they experience in working with communities of practice may help them (for instance) to contextualise certain theories they want to explain to their students. Indeed, ample research in instructional psychology has shown that learning is — among others things — situated. This means that if students can relate better to what is being taught, based on their own experience and their perception of the world, learning is facilitated. This form of continuous improvement (which I hope will not be construed as an economic term although it is related to the Japanese word *Kaizen*, a concept still used in many companies today) can be seen as a positive spin-off from outward-bound academic entrepreneurship.

Let us now consider such possible spin-offs related to research. I argued in my paper that over the past decade, researchers in various fields of the human sciences have been complaining about the lack of transfer of their research findings to practice (Glaser *et al* 1997; De Corte 2000). Also, many practitioners and policy-makers believe that researchers within the humanities talk mainly to each other and fail to tackle some of the most important and pressing problems of practice (Brown *et al* 1999). Coulter & Wiens (2002: 20) write that “researchers often work in competitive, isolating faculties that discourage ‘field’ involvement and public visiting dialogue” and that “researchers are encouraged to write for limited circles of other researchers in language often inaccessible to other publics”. In summary, little is disseminated to the communities of practice in terms of usable knowledge based on fundamental or applied research and if such knowhow does reach the public it is hardly ever recognised as relevant.

These (self-)critical analyses clarify why some people outside (but also within) the university use the term “ivory tower” when they refer to the humanities. Outward-bound AE can definitely help to release the trapped value, as it was called above. Secondly, the many fields of study in the humanities (and not in the least the field of higher education) can adopt genuine disciplinary modes of investigation (Visagie

2005: 226). If they do not, this has in most cases nothing to do with the field as such. Thirdly, outward-bound AE stimulates further study into how sound research can be pursued effectively while working closely with communities of practice and helping them to solve their problems. As an example I would like to refer to some interesting work done by Mary Kay Stein and Cynthia Coburn, who work as education specialists at the Universities of Pittsburgh and Berkeley.

In a paper called “Toward producing usable knowledge for the improvement of educational practice: a conceptual framework”, Stein & Coburn (2003) suggest models for linking independent streams of research and educational improvement; designing experiments that help practitioners to “solve” their problems while at the same time advancing fundamental understanding in the field; designing for scale by going beyond helping a particular site or context to address rather many sites and contexts, and developing systems for documenting, codifying, and sharing practitioner knowledge.

4.4 CS and AE: a must, an obligation or a free choice?

Visagie (2005: 234f) finds it “rather ominous” that my paper observes

[...] that it is ‘nowadays’ difficult for a university to ‘accept’ that new faculty members might want to choose two options out of the three (research, teaching and community service) — community service not featuring as one of their options ...

This is his reading of my observation and I will have to quote myself this time to explain what I really meant. I will give the whole paragraph (Rosseel 2004: 117). I wrote that:

The introduction and implementation of academic entrepreneurship and the consequent changes in organisation or structure at the faculty level and/or university level should go hand-in-hand *with respect for the individual faculty member's choice* of two out of the three tasks of any university: research, teaching and service to the community. It is nowadays difficult, *however*, for a university — or a faculty of the humanities, for that matter — to accept that *all its (new) faculty members may choose only the two more traditional tasks: research and teaching* (italics added for the purpose of the present discussion).

First, becoming involved in outward-bound AE is a matter of free choice. Secondly, based on many of the observations made above such involvement is necessary and can be challenging and rewarding. Thirdly,

people in many faculties are already (interested in becoming) involved in outward-bound AE. Also, when hiring new colleagues people could be chosen who have credentials in both sound academic research and outward-bound AE. But not all members of a faculty should drop everything they are doing or interested in and suddenly become involved in outward-bound AE. Nor should all new appointments have outward-bound AE experience on their CVs. But it is always interesting when there is a balance (strength from diversity), especially in view of the challenges to higher education and some of the negative perceptions of the community of practice, as illustrated above.

Since becoming involved in CS and/or outward-bound AE is a free choice, academic freedom is not at all threatened as Visagie (2005: 234) suggests.

4.5 “To know and not to act is not to know”

In the light of everything discussed above, I believe that the various fields of the human sciences could do more for their communities of practice. This statement does not ignore the good work that has been done so far. Nor does it suggest that the core functions of teaching and research are less important or should be less nurtured because a number of colleagues have shown an interest in studying, debating and publishing on how the relationship with the community of practitioners can be strengthened from within the university.

The Chinese proverb “to know and not to act is not to know” which I used in my paper was also quoted by Stanley Cohen (2001: vi) in his book *States of denial*. One of the questions he raised was: if you do not act when you know something negative has happened or is about to happen, are you in denial? And what are the perceptions and reactions of others who know that you knew? As I have shown above, in many cases (not all) the gap between academe and the community of practitioners is wide and the relationship with practitioners is fragile. They tell us so and our own analyses prove it. So, we know. Then, why do we not act? And what is the best way to inter-act with each other so that whatever we decide to do together is beneficial to all parties involved?

I would like to mention three suggestions that have been made in relation to the latter question. First, there is the conceptual framework

and the models developed by Stein and Coburn, mentioned earlier. Another possible answer comes from the social sciences with their concept of “phronetic research” (Flyvbjerg 2001). The goal of this research is to produce input for the ongoing social dialogue and praxis of a society. It is insightful deliberation about a course of action, ascertaining which actions will contribute to the actor’s good, on the basis of knowledge of general matters and familiarity with particular cases and phenomena. The seven tasks of phronetic investigation which Flyvbjerg discusses are very much in line with what design research aims at. Thirdly, in order to reduce the gap between academe and the community of practitioners and to create trust, I have suggested that the researcher should take co-ownership of and co-responsibility for the problem analysis and the problem-solving as well as for the solution of the problem which the practitioner brings forward, on the one hand, and for the transfer of knowledge related to it, on the other. This is not a trivial statement. Nor is it something that comes naturally. In the normal process of consultation, which Edgar H Schein (1999), a social psychologist, calls “building the helping relationship”, ownership of the problem and the solution lies entirely with the practitioner. But since the relationship between practitioner and researcher as defined above is still in its infancy, the status of the partners in the relationship is unclear, as is the trust in the added value in terms of what is offered and how it is offered, on the one hand, and the take-out, on the other. In such a situation, co-ownership and co-responsibility have proved to work best.

In this section I have tried to respond to some of the comments Visagie raised with regard to CS and AE. In the previous sections I dealt with other concerns he brought forward. But there are still two issues that deserve separate attention: qualitative and quantitative evaluation of research and teaching, and the notion of the client in academe.

5. Qualitative and quantitative evaluation of research and teaching

The call for greater accountability, the striving for continuous improvement and some well-intended initiatives by governments, such as the “braingain” and the Methuselah fund in Flanders, raise the logical question of how all this is to be assessed. There is nothing wrong with

the idea of measurement in itself, but it needs to be crystal clear what one wants to measure, why one wants to measure it, how one wants to measure it, with what one wants to compare one's results and what one will do with them. But these are questions at the macro-rational level. At the micro-emotional level, people experience such assessments as control, more bureaucracy, lack of respect for what they do, extra work pressure, etc. "Nobody wants to become a *homo docilis*, fighting with deadlines and administrative obligations", as Bart de Moor (2005: 5), one of the candidates in this year's election, says. De Cauter (2005: 37) claims that this measuring logic stimulates a pseudo-activity: academics putting together research tenders and writing reports. Also, he continues, the publish-or-perish syndrome leads to publications in journals which hardly anybody reads and to colleagues quoting one another to get extra points in terms of the citation index.

The organisation of evaluations and the way they are executed clearly provide material for discussion in higher education environments. But the results of such evaluations also have far-reaching consequences for the institutions concerned. In the Netherlands, for instance, a Programme for Social Pedagogic Assistance in Leeuwarden did not survive its six-yearly quality control. It failed in terms of the relationship between its aims and its content, its assessment and testing, and the level realised. As a consequence the programme was not accredited. No accreditation means no students, since the diploma is no longer recognised. The school stopped organising the programme and the programme director and pedagogic assistant resigned. From this year on, drastic measures such as this are also possible in Flemish colleges and universities.

As I indicated above, a rector and his/her senior management need to think and act on both the macro-rational and the micro-emotional level. Let us consider what the five candidates wrote in their campaign manifestos with regard to measuring.

Bart de Moor (2005: 8) argues that there is an urgent need for a clear frame of reference in the university's research policy. It should define quality, with specific criteria for every scientific domain. As such, the diversity of scientific cultures can be recognised. It would position research not only in the chain of innovation but also with regard to the cultural, social, juridical and religious dimensions of society.

Marc Decramer (2005: 7) argues in favour of domain-specific quality indicators that take into account the large diversity of disciplines and research methods. Bibliometric evaluations should be situated in a broader, domain-specific evaluation system. Besides the quantity of research output, its quality should also be taken into account.

Herman Nys (2005: 9) writes that scientific research presupposes room for creativity. A university that does not accept that a researcher sometimes needs more time for an innovative publication will miss out on the creation of a climate where (young) talent can thrive. Besides, he says, the research policy should — on the basis of transparent criteria — further support the rigidly selected and internationally accepted scientific spearheads. The domain-specificity of every research methodology demands greater respect, and the way in which research is evaluated should reflect this.

According to Torfs (2005: 6), differentiation is an essential hallmark of a creative research policy:

We should not yield to the temptation of a one-sided top-down approach characterised by a uniform way of measuring. If only from the mere intellectual point of view, this approach cannot be defended. University managers should have an eye for the internal logic, the methodology, the dynamics of every scientific domain. Quality research is more than counting points, it is a question of weighing. Neglecting international standards with regard to this is of course unacceptable, but a true top university does more than neatly colouring between the lines. The monopoly of measuring is a form of intellectual abdication (my translation, PR).

The new rector, Marc Vervenne (2005: 18), summarises his views as follows:

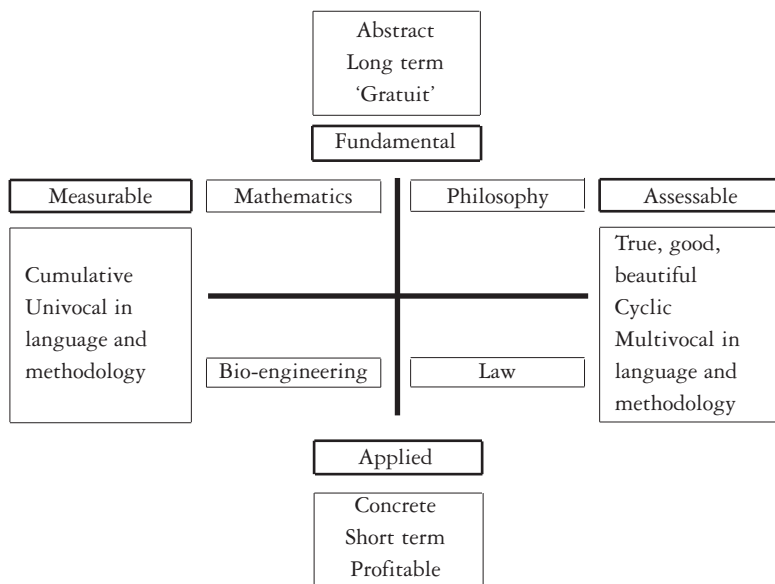
We want to pay more attention to the question of what precisely 'quality' in research and teaching entails. What kind of quality are we aiming for? How can we objectively determine this quality? In connection with this, it needs to be stressed that quantitative research data and data from evaluations of our teaching demand interpretation. In the domain of scientific research it is important to use the bibliometric instrument complementary to expert evaluations. As far as assessment of teaching is concerned, this can be complemented by hearings, especially when small groups of students are concerned.

In order to gain a better understanding of the domain-specificity to which all five academics quoted above refer and to have a good basis

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for discussion, De Moor (2005) proposes the following diagram. The labels speak for themselves and in each one of the quadrants a discipline is given as an example.

Figure 1: Quadrant of domain specific research



De Moor gives some examples. The Architecture Department of the Faculty of Applied Sciences is situated in the quadrant “assessable – applied” while the rest of the Faculty fits the quadrants “measurable – applied/fundamental” as do the quantitative psychologists, while the Education Department has the same profile as the Architecture Department.

Also worth mentioning in the context of this section is that a Flemish task force has been initiated to analyse and discuss the concept of bibliometrics in the human sciences and to give recommendations (Koninklijke Vlaamse Academie van België 2004).

Although the words of the five candidates’ campaign manifestos differ slightly, the message is the same: a one-size-fits-all approach is

unacceptable; where appropriate, bibliometrics are important but they should not be the only criterion — both quantitative and qualitative assessment are necessary; assessments should not lead to more bureaucracy; evaluations are necessary, and the highest internationally accepted standards should be applied.

6. The notion of the client in academe

Visagie (2005: 230) argues that the teacher-student relationship differs fundamentally from an entrepreneur-client relationship:

The institutional structure of the university binds teachers and students into the social totality of a lifeworld — where both are members of the same social structure, which has an inherent and unique form of guidance coupled to institutional authority. In real client relationships this is of course totally lacking.

De Cramer and Torfs agree, adding that students are full members of the university community. According to Vervenne (2005: 6), “a university is place where students learn to construct knowledge, in an encounter between ‘master’ and ‘apprentice’”. Clearly, the management-staff and teacher-student relationships are somewhat different from an entrepreneur-client relationship. “A university is not a company. It is nothing less; rather much more”, Torfs (2005: 14) writes.

In my 2004 paper I used the word “client-orientated” to refer to the necessity of having a separate, flexible, easily accessible and supportive organisation and structure in which to embed outward-bound AE activities. As much as we may wish to eliminate bureaucracy from teaching and research, we certainly do not want to introduce it in this more recent sector of the university. On the other hand, becoming involved in outward-bound AE does require a different academic profile, as my paper explained. Moreover, client-friendly, supportive, flexible behaviour is being promoted (for all staff) in higher education institutions and government administration as a new skill to be learned in these environments. Many parts of the world, though, still have a long way to go. For the outward-bound academic, such behaviour should come naturally, as part of him/her. S/he should not have to learn it, or to be reminded of it. Interestingly enough, from our research and projects with universities, governments and industry, we found that many people “naturally” have the positive behaviour described above in

their private life but seem incapable of transferring it to their professional environment.

But the discussion about the notion of the client raises a more fundamental concern that goes beyond the world of academe — the difficulty or even the impossibility of genuinely seeing things from the point of view of another. And when people do achieve this, they often fail to act upon it, even when they agree that the change is necessary or appropriate. Concepts such as emotional intelligence, empathy and client-orientated behaviour have been used to describe this phenomenon but none of them captures the depth and complexity of the issue or the magnitude of the challenge of dealing with it. This issue lies at the heart of the problem involved in processes of change but — provided these are well managed — also offers a route towards the solution.

I will give one example here of what “seeing it from the point of view of another” could mean. I take this example from the church environment rather than from the corporate context because the relationship between a minister/priest and a worshipper comes somewhat closer to the relationships pertaining within the university context. I was invited to church for the Confirmation of about fifty 12-year olds. Since this is an important occasion for a child and its family, the church was packed with friends and relatives — an unusual sight in Catholic churches in Flanders nowadays. The priest, a man of about 60, surprised everybody (not least the children) when he did something not many priests would do in Europe. He came from behind the altar with the microphone in his hand and started talking to the children, keeping close eye-contact with them and nonverbally “ignoring” everyone else. He was there for them. He walked towards the children, telling them that he had asked some of their teachers a couple of weeks before the celebration what children of their age were interested in. He had also spoken with some pupils in order to understand what they would like to see changed in the world around them. He then started quoting lines from the songs of the children’s favourite bands. You could see from their reactions that he was gaining their confidence. The sermon, usually considered the most boring part of the Mass for children, suddenly became an interactive session during which they asked and answered questions enthusiastically. The priest smiled all the time, thanked one child for

a question, came and sat next to another child to answer its question, told a few jokes, and made the children laugh and enjoy themselves thoroughly. In between the questions, laughter, jokes and applause the priest cleverly used every opportunity to link what the children said and asked with the message he wanted to get across on this important day in their lives. The priest showed verbally and non-verbally that what was most important was not the message he wanted to get across (although he achieved this goal as well), but what the children thought, said and felt during these 15 minutes of what some might call “unorthodox priestly behaviour”. It reminded me of what Nelson Mandela once said to a little boy when he was about to give a speech. While walking towards the stage, he saw the boy crying. He ignored protocol and walked to the child. Sitting on his haunches to bring himself to the same level as the child, he started talking to him and asked many questions. The child did not answer. And then Mandela said: “One day, when I am as important as you are, I am sure you’ll be willing to answer my questions”.

7. The management of change at the university

A university is not a company — that much is clear. The ultimate goal of a company is shareholder value. In good companies, the vision, mission and strategy for delivering quality products and services and for being ahead of the competition are crystal clear. All employees in the organisation understand what they need to do and how they need to do it in order to implement the strategy. The line-of-sight helps them to be aligned within and across departments and to understand how the vision, the mission and the strategy are related and linked to what they do in their jobs every day. Achieving the results (profit, volume and market share) is combined with good leadership and respect for all employees. At least that is what (more and more) companies are trying to do.

According to Torfs (2005: 14), a university is a “collection of smart, independent, often somewhat stubborn people ... for that reason it needs a lot of academic freedom and a true democracy”. When Visagie (2005: 225) talks about service to the knowledge enterprise itself, he writes that this should be “service without hedging, service without all sorts of barriers, constraints, qualifications”. To exaggerate some-

what, we could say that a company cannot be run by academics, nor a university by business people. They are two different worlds, with different goals, traditions, expectations and ways of operating. But they have one thing in common: they have to (manage) change. Indeed, the challenges which confront institutions of higher education today involve a great deal of change, as I have discussed above. Vervenne (2005: 11) writes:

The dynamic of our university consists in changing in continuity. The change processes that have started should not come to a halt. We have to drive them with the ambition to move forward. In doing so, the university cannot just follow certain trends or norms but should itself determine the standard, thereby continuing to build on tried and tested traditions and attainments (my translation, PR).

If one also considers the tensions confronting institutions of higher education in Europe and the concerns and even frustrations of many academics as illustrated above, it becomes very clear that the leaders of these institutions will need very good change management skills.

From research into the human side of change processes and instructional psychology as well as my experience of design research and process consultation with many companies, schools and institutions of higher education world-wide, I would like to share some pointers on managing change.

7.1 Genuinely start from the point of view of the other

It is important to listen to people at all levels of the organisation, both formally and informally. If this is done formally, the goal of the session, meeting or workshop should be explained. Initiators should show both verbally and non-verbally that they have heard and understood what has been said. It is important to follow up with the agreed actions as well as new actions carefully explained. During implementation, actions must be clearly linked with the feedback debates. Genuinely starting from the point of view of the other means that management does not merely listen to their staff in order to know what they think in preparation for what they themselves want to say. It is necessary to agree on what can realistically be changed or implemented, but also on what is to be believed impossible.

7.2 Acknowledge and combine the macro-rational and micro-emotional levels

Sometimes we can choose whether to change or not to change certain things. Other changes are imposed or are the natural outcome of agreements made on institutional, national or regional levels. What seems logical to top management is not always perceived as such by the rest of the organisation. Top management sometimes forgets that they are involved in shaping the changes, and thus have time to process the pros and cons and to familiarise themselves with these advantages and disadvantages. They move gradually out of their comfort zone. What is more, they are in the driver's seat and have (the impression of being in) control over the change process. There is a high degree of ownership. The rest of the organisation, on the other hand, is confronted with change. They undergo change. They are suddenly pushed out of their comfort zone. They occupy the back seat. They may know about the change but they do not feel part of it since they have not been involved in the process. The consequence of such an approach is low or no buy-in.

The macro-rational and micro-emotional levels are best managed simultaneously, not consecutively.

7.3 Combine good communication, change in beliefs and a holistic approach

In trying to apply psychological theory and research to educational practice, studies in the domain of instructional psychology suggest combining certain basic characteristics (De Corte 2000), which in my opinion also hold for the management of change. I shall simply quote De Corte's abstract here. How these suggestions can be used in managing change, speaks for itself.

First, De Corte (2000: 249) argues, it is important to have

[...] good communication with practitioners, which means that the relevant outcomes are translated in such a way that they become palatable, accessible and usable for the teachers.

Secondly, there is a need for "an orientation toward a fundamental change of teachers' belief systems about the goals of education and about good teaching and productive learning". Finally, one should consider

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[...] a holistic (as opposed to a partial) approach to the teaching-learning environment, *ie* all relevant components of the learning environment should be addressed.

This is another example of what I discussed earlier *ie* that research in one domain of the human sciences can provide the building blocks for constructing a unified theory in another field; in this case the human side of change processes.

7.4 Consider both the product and the process

When talking about service to the knowledge enterprise earlier in this paper, I mentioned that the way in which we deal with knowledge and knowledge transfer is as important as the knowledge itself. The same holds for managing change. It is important to distinguish between what needs to be changed and the expected outcomes (the “product”) and the way it is to be done (the “process”). Both the “product” and the “process” need to be discussed, agreed upon and clearly communicated. Managements of organisations often tend to skip part of the process because they believe they can predict the outcomes of a particular step in the process. This may be true as far as the macro-rational level of the change is concerned, but from a micro-emotional point of view, going through the process still usually proves beneficial.

7.5 Include the four areas of great leadership

In my work with organisations it has been helpful to make a distinction between the following four categories: envisioning, enabling, energising and focusing. Organisations are usually good at envisioning and, to a lesser extent, at focusing (the macro-rational level) but less good at or even ignorant of the enabling and energising aspects (the micro-emotional level).

The question that should be asked by top management is: “What are we doing personally and collectively — in each of these four areas — to demonstrate a leadership that will engage the hearts, minds and actions of our people?”

7.6 Provide some theoretical background on the nature, reasons and mechanisms of change

Change management is a discipline, an interdisciplinary field of study, as I explained above. People are eager to learn. They want to understand what is going on around them and how (the) change initiatives (will) unfold, in general and in their own environment. A short introduction on the what, why and how of change, with some theoretical background and information on best practices as well as failures can be very useful in itself but also helps to stimulate debate, which may help to come up with the “theoretical” framework that best fits the organisation. Examples should be taken from contexts similar to those being addressed.

Once this has been done, every change initiative should be linked to the “theoretical” framework, which may be adjusted as new initiatives take place.

7.7 Combine top-down and bottom-up involvement

Some organisations do not communicate. That is not an option in managing change. Others think they communicate when they give a good, colourful presentation with the appropriate content to large or small groups, with or without a big show, with or without time for questions and answers. This does indeed guarantee that the speaker is in control of what he says and how he says it, and limits possible surprises to a minimum. Research on learning and instruction has shown, however, that the average percentage of learning during such communications is 4,5% (Dochy 2000: 152). It is still surprising to observe that even people who genuinely want to communicate with their workforce and who understand that this means of communication does not stimulate learning or buy-in, continue to use it.

Actively involving the people during communication sessions (beyond the question-and-answer time) through real interaction and preferably in their own environment or on neutral terrain is a necessary but not sufficient condition. This is what I term top-down involvement. What needs to be communicated is decided upon by top management but people are fully involved during the communication process.

Top-down involvement should be combined with bottom-up involvement. What needs to be discussed cannot be decided by top management alone. Topics can and sometimes should be initiated by them but their perception of what is important and why it is important is not necessarily the same as that in other parts of the organisation. Topics for discussion, improvement or change should also come from other levels. However, staff should not only be involved in the choice of topics (the “what”), but also have full responsibility and accountability for the implementation of the decisions taken, with or without help from one or more members of top management. Of course this must be in the form of real delegation and empowerment, not abdication. The concept of bottom-up involvement is similar to what Torfs (2005: 3) calls the subsidiarity principle. This principle stems from Christian social doctrine but has also been adopted by the European constitution. It means that a problem needs to be treated at its lowest possible level. Torfs rightly adds that such an attitude “requires profound respect for the human person”.

Top-down involvement without bottom-up involvement creates a situation in which top management is swamped with concerns, frustrations and ideas for improvement which they will have to manage themselves, never being sure whether they have properly understood the issue or implemented the solutions well — which leads to even more questions and suggestions.

7.8 Be aware of good communication that blocks learning

For change initiatives to last, but more importantly for change to be understood by the whole organisation, Argyris (1994: 78-9) suggests going beyond the level of what he calls single-loop learning. Such learning asks a one-dimensional question to elicit a one-dimensional answer. Double-loop learning asks questions not only about objective facts but also about the reasons and motives behind those facts. Argyris (1994: 77) argues on the basis of his extensive research that the methods generally used by top management

[...] to tackle relatively simple problems actually prevent them from getting the kind of deep information, insightful behaviour and productive change they need to cope with the much more complex problem of organisational renewal.

They use methods that lead only to single-loop learning because they want to respect their employees and not make them feel unnecessarily uncomfortable. These are, indeed, two elements of good communication. But Argyris (1994: 79) warns:

[I]n the name of positive thinking [...] managers often censor what everybody needs to say and hear. For the sake of 'morale' and 'considerateness', they deprive employees and themselves of the opportunity to take responsibility for their own behaviour by learning to understand it. Because double-loop learning depends on questioning one's own assumptions and behaviour this apparently benevolent strategy is actually anti-learning. Admittedly, being considerate and positive can contribute to the solution of single-loop problems like cutting costs. But it will never help people figure out why they lived with problems for years on end, why they covered up those problems, why they covered-up the cover-up, why they were so good at pointing to the responsibility of others and so slow to focus on their own.

The concept of double-loop learning is in line with what Visagie (2005: 226) calls the need for critical-analytical discussions that, among other things, probe all kind of hidden interests.

7.9 Where appropriate, use the "positive deviance" approach

According to Pascale & Sternin (2005: 73) change is all about bridging the gap between what is happening and what is possible. They suggest the "positive deviance" approach, based on the conclusion of their work, undertaken in what they call

[...] some of the largest, messiest, most intractable change problems on the planet [such as] malnutrition in Mali and Vietnam, catastrophic dropout rates with rural schools in Argentina, the trafficking of girls in East Java, the spread of HIV/AIDS in Myanmar, and the widespread practice of female circumcision in Egypt (2005: 74).

They describe "positive deviants" as

[...] usually individuals on the periphery of their organisations or societies who are far removed from the orthodoxies of mainstream change endeavours. These innovators' uncommon practices and behaviours enable them to find better solutions to problems than others in their communities. They are the key to this approach to change (Pascale & Sternin 2005: 74).

It is essential, the authors say, to engage the members of the community which one wishes to change in the process of discovery, making

them the evangelists of their own conversion experience. This is a specific example of what was referred to above as “bottom-up involvement”.

Pascale & Sternin developed a six-step Positive Deviance Model which works best when behavioural and attitudinal changes are called for. The approach, the authors argue, “requires a role reversal in which experts become learners, teachers become students, and leaders become followers” (Pascale & Sternin 2005: 81).

7.9 Know the pitfalls of change management in multi-cultural environments

In an article called “How do I bungle the multicultural debate?”, Maddy Jansens & Patrizia Zanoni (2005) discuss four mistakes often made when engaging in a multicultural debate.

First, reducing behaviour to “culture”. In debates about people from different cultures living in the same country, behaviours, attitudes and the way people dress are often attributed to a cultural tradition, even when not all members of that cultural group share these characteristics. As such the cultural difference between groups is reinforced, the authors write. Secondly, always referring to groups, never to individuals. Most debates about a multicultural society are held in terms of groups. Individuals within the groups remain invisible. Members of a group are reduced to a homogenous mass all supposedly with the same positions and opinions. Thirdly, considering culture as something unchangeable. Taking such a position would mean that the differences between cultures are fixed and responsible for the boundaries between people. This leads to an us-and-them attitude. And finally, arranging everything “on principle”. Any debate about a multicultural society is often held in terms of opposite principles: parties argue in favour of tolerance or for adaptation. “Wrong”, the authors say. In so doing, one puts people in separate cultural boxes, creates a clear hierarchy among cultures and eliminates the possibility of solving concrete problems via dialogue and negotiation. In order to avoid such pitfalls in the current multicultural debate, the authors suggest using a minimal number of basic rules and encouraging maximal dialogue as well as negotiations at the right level.

These insights, approaches and suggestions are not complete. They also need to be adapted to both the content and the context of the change process.

From the foregoing, it is clear that it takes two to tango when it comes to managing change. It is top management's responsibility to create powerful change ("learning") environments. It is the responsibility of the rest of the organisation to participate actively in the debate, come up with suggestions and alternatives, and be accountable for the actions they agreed to undertake as well as for the ways of working and the behaviours they said they would change. (Ideology-)critical analyses such as Visagie's deconstruction are definitely useful and necessary to the process, but not sufficient.

8. Conclusion

In this paper I have tried to respond to the comments and concerns raised by Johann Visagie (2005) in his article "Deconstructing the discourse of community service and academic entrepreneurship: the ideological colonisation of the university". Visagie disapproves of the economisation of the university and the accompanying discourse which takes us further and further away from the very idea of a university. He sees the CS/AE discourse as an example of this trend.

I am not as pessimistic as Visagie is about the future of higher education. Although we must remain alert and continue to be involved in critical-analytical discussions about the very essence of the university as an institution and about its future, the awareness of the challenges and the willingness "to change in continuity" are present in most universities. In my view, the real challenge now lies in consolidating recent changes and preparing for the changes to come, especially at the micro-emotional level, as well as genuinely taking to heart the concerns and frustrations of the people working in the organisation, followed by joint, concrete actions towards improvement.

As far as outward-bound academic entrepreneurship is concerned, it is not a threat to the more "traditional" aspect of the university but rather an opportunity, as I have shown above. This is especially true for the human sciences, where excellent research is being done with different goals, intentions and methodologies from those in the exact

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sciences, which should be recognised, appreciated and evaluated as such. From the examples cited above, the various fields of research in the human sciences have a great deal to offer in terms of outward-bound AE, if they choose to do so.

I would like to thank Johann Visagie for the open, direct way in which he has discussed a range of issues that concern not only him but many of his colleagues in South Africa, Europe and Flanders. He has given me an opportunity to provide further explanation of my views on the university as an institution in general and on outward-bound academic entrepreneurship in particular.

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