

GOVERNING for **CREATIVITY** on **HEIs**:
a **BALANCE** between
AUTONOMY
and
EFFICIENT MANAGEMENT

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INTRODUCTION

- ➔ The traditional functions of HEIs
- ➔ There are new demands
 - *Contribution to social and economic development*
 - *Competition in an international framework*
 - *Striving for excellence*
- ➔ R&D&i: Transfer technology to the productive sector. Creating spin off
- ➔ Human capital development and insertion in the labor market
- ➔ Extension of civic and human values

CHANGES IN EUROPEAN HEIs SYSTEMS

➔ To respond to new demands

- *Changes. MORE FLEXIBILITY*

➔ 30 years of reforms and Higher Education laws in Europe

- *35 reforms in 15 countries since 1988: Germany, Austria, Denmark, Spain, Finland, France, Ireland, Norway, Netherlands, Portugal, United Kingdom, Switzerland, Sweden, Belgium and Italy*
- *A period of big reforms, like the next years of 1968*

- ➔ Change on the relationship between HEIs and Government
 - *MORE AUTONOMY ... in return for accountability*

- ➔ New models for GOVERNMENT and MANAGEMENT of HEIs

- ➔ The model of GOVERNANCE, main factor of change
 - *Different velocity of change... according the country*
The HEIs with highest excellence on scientific activity and teaching are in the countries that lead the changes

TRENDS ON HEIs GOVERNANCE

Less regulation, increase of autonomy and accountability

→ More freedom in autonomous programming of labor time between teaching, research and management. More autonomy selecting faculty. Higher autonomy for the differentiation between HEIs

Boards with more external members

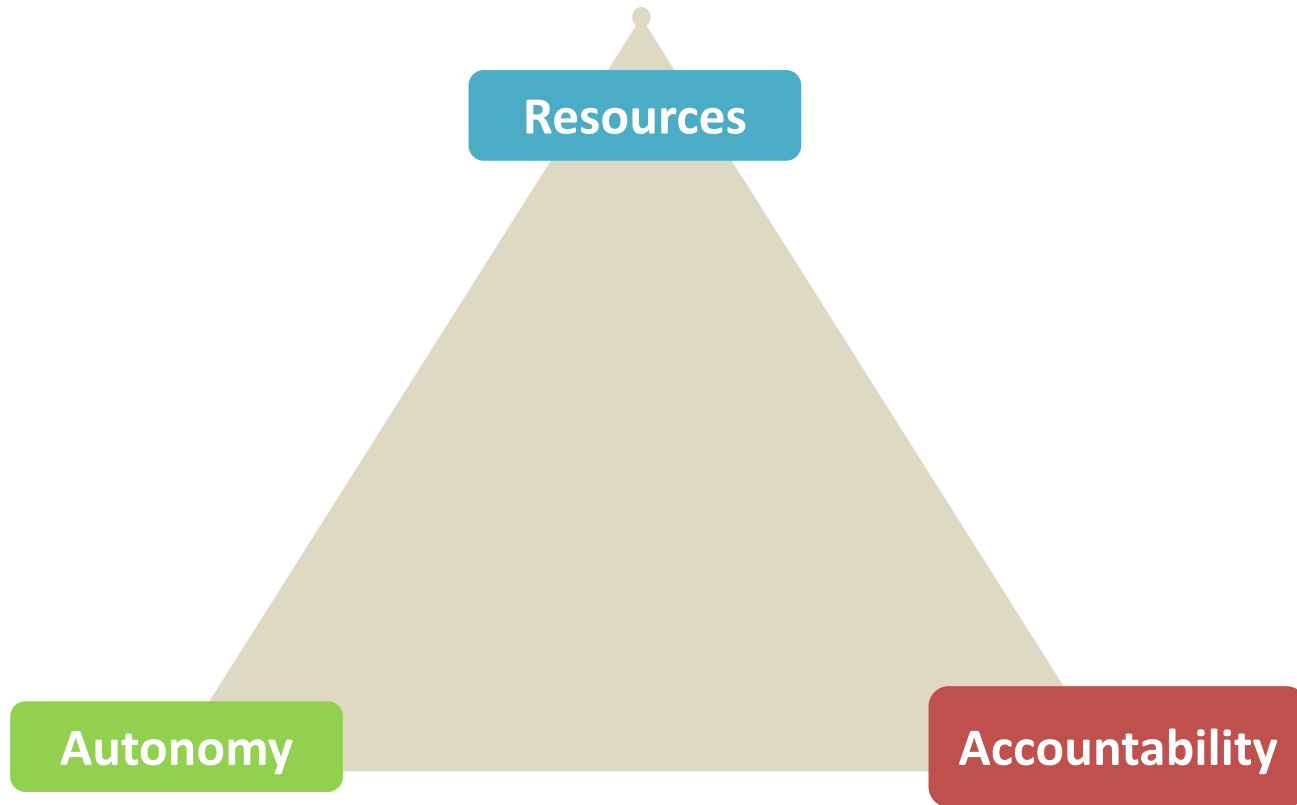
→ Strengthening the executive bodies
Professionalization of management tasks

→ Increasing links between public funds and results

PRIORITIES OF THE NEW HIGHER EDUCATION POLICIES

- ➔ FUNDS. More funds linked to objectives shared between universities and governments
- ➔ ACCOUNTABILITY processes and incentives
- ➔ More university AUTONOMY

A BALANCE BETWEEN UNIVERSITY AUTONOMY AND EFFICIENT MANAGEMENT



COMPARISON: 12 EUROPEAN COUNTRIES

Nordic region

Sweden and Denmark

Anglo-Saxon region :

United Kingdom

Central Europe region:

Germany, Austria,
Netherlands and Switzerland

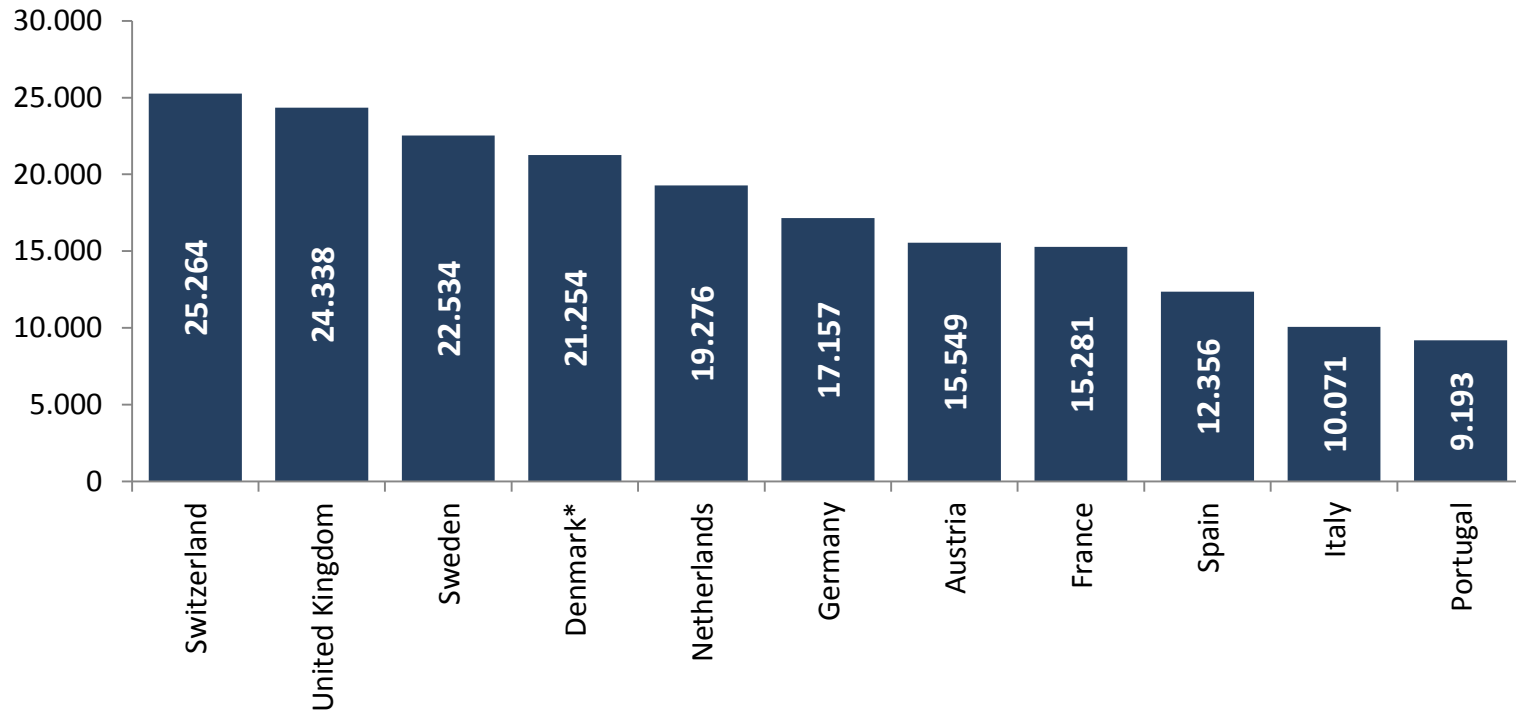
Mediterranean region

Spain, France, Greece, Italy
and Portugal



THE FUNDING

Annual expenditure per student by educational institutions for all services in tertiary education (2012)
In equivalent USD converted using PPPs for GDP



Source: Education at a glance, 2015 & 2014, OECD.

*For Denmark year 2011.

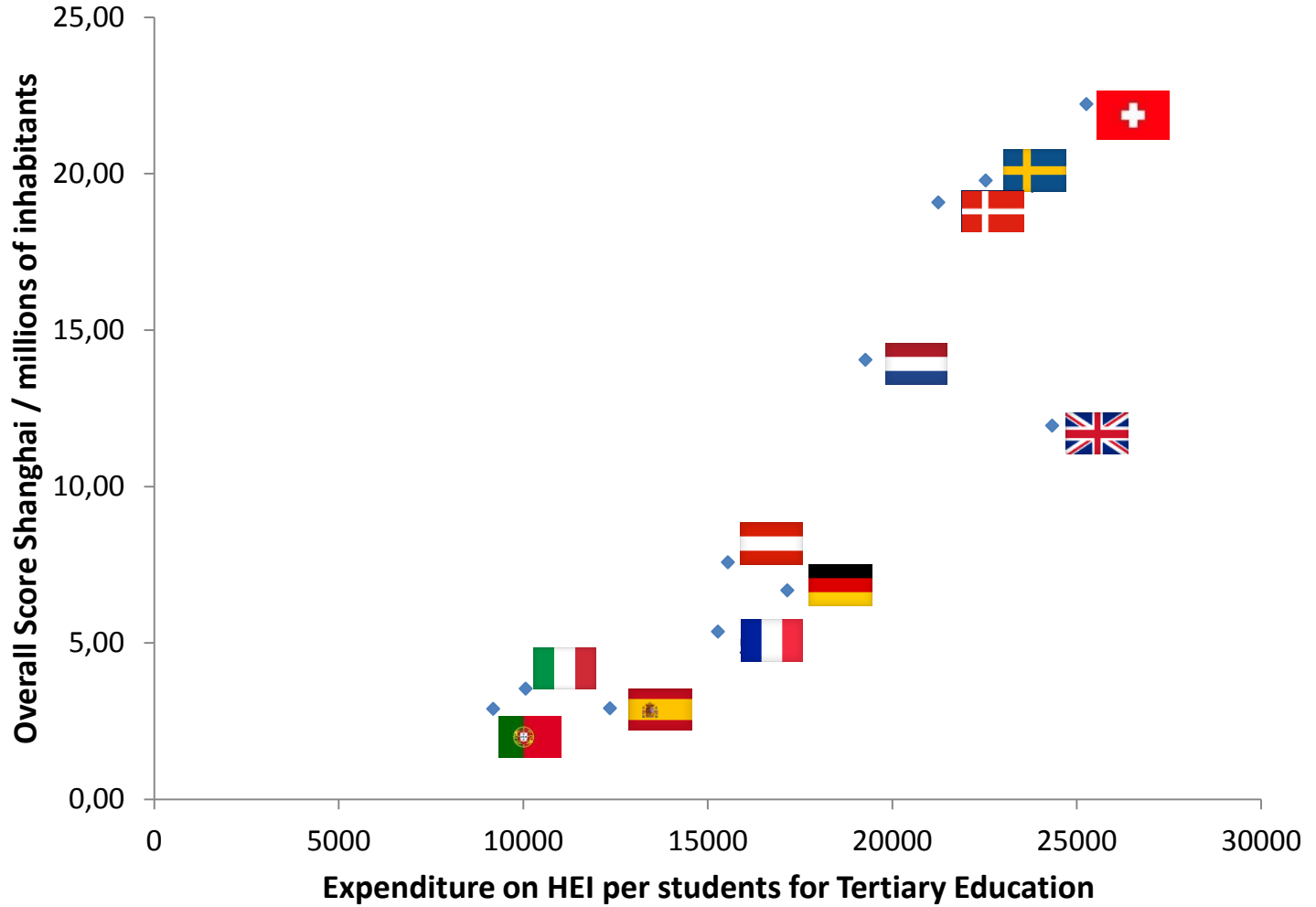
The last available data from Greece is 2005.

OVERALL SCORE. SHANGHAI



	Country/region	Total Score SHANGHAI 2015	Population (millions, 2015)
1	United Kingdom	774,9	64,88
2	Switzerland	183,1	8,24
3	Germany	542,3	81,2
4	France	356,1	66,42
5	Netherlands	237,5	16,9
6	Sweden	192,8	9,75
7	Denmark	108	5,66
8	Italy	215	60,8
9	Spain	135	46,45
10	Austria	65	8,58
11	Portugal	30	10,37
12	Germany (Hesse)	30	6,1
13	Greece	15	10,86

FUNDING



ACCOUNTABILITY

The respond of
the HEIs to the
region

Performance

*of the assigned
functions*

Utilization

*of the means
allocated*

State

*of the University
and its
benchmark with
others*

Efficient
management of
resources

Addressed to:

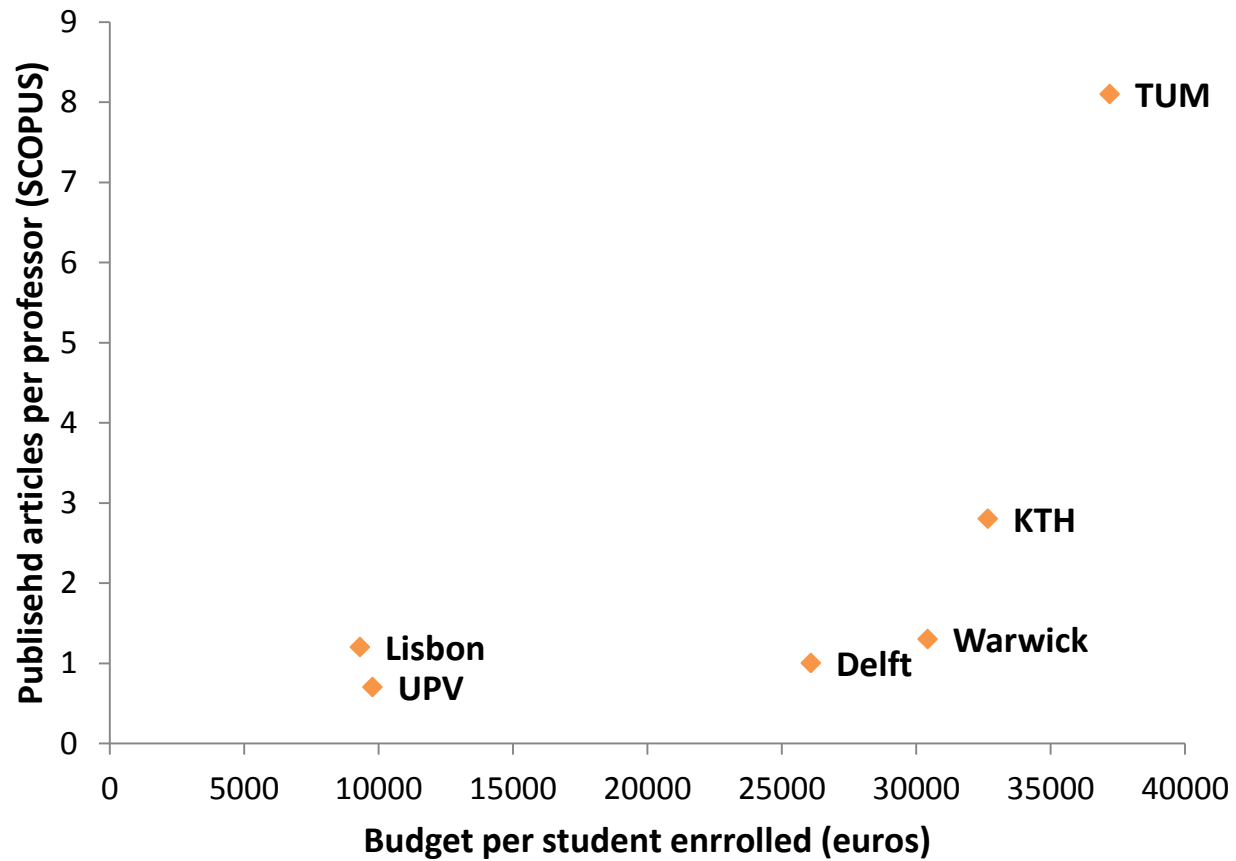
HEI community

Future students and
families

Economic sectors

Governments

Citizens and society in
general



UNIVERSITY AUTONOMY

ORGANIZATIONAL AUTONOMY

HEI determines its government bodies, their composition and selection of members, and decides its own organizational structure

STAFFING AUTONOMY

HEI hires its own academic staff and management staff, decides salary and promotion systems

ACADEMIC AUTONOMY

HEI selectis its own students, creates and deletes academic programs, and designs and implements plans of quality assestment

FINANCIAL AUTONOMY

HEI fixes tuition fees, might contract loans, creates its own budget

ORGANIZATIONAL AUTONOMY

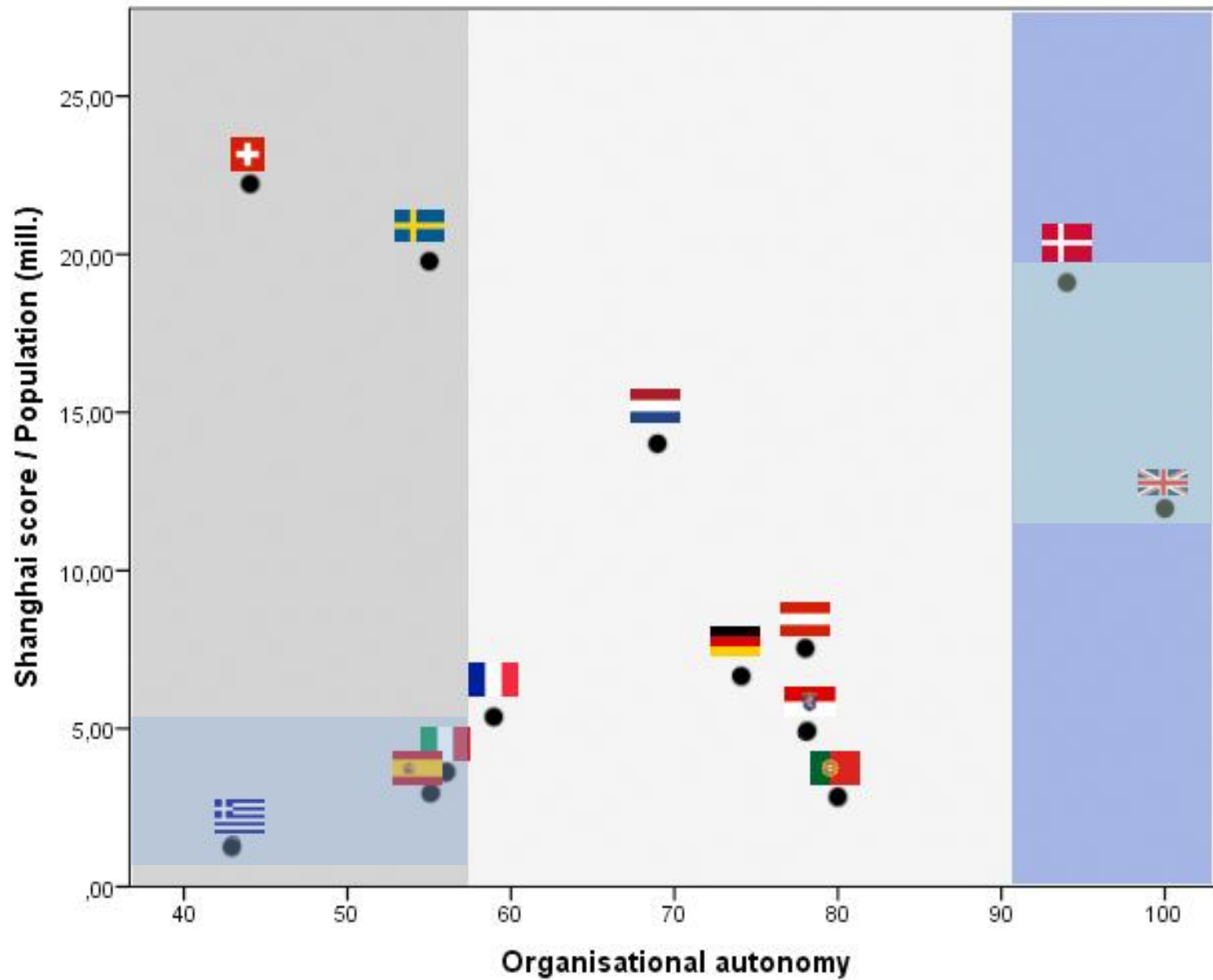
Indicators and weighing factors (EUA, 2011)

Indicators	Weigh
Selection procedure for the executive head	14%
Selection criteria for the executive head	14%
Dismissal of the executive head	12%
Term of office of the executive head	9%
Inclusion of external members in university government bodies	12%
Selection of external members for university government bodies	12%
Capacity to decide on academic structures	15%
Capacity to create legal entities	12%

ORGANIZATIONAL AUTONOMY

Score for Organizational Autonomy (EUA, 2011)

1	United Kingdom	100
2	Denmark	94
3	Portugal	80
4	Austria	78
5	Germany	75,3
6	Netherlands	69
7	France	59
8	Italy	56
9	Spain	55
10	Sweden	55
11	Switzerland	44
12	Greece	43



STAFFING AUTONOMY

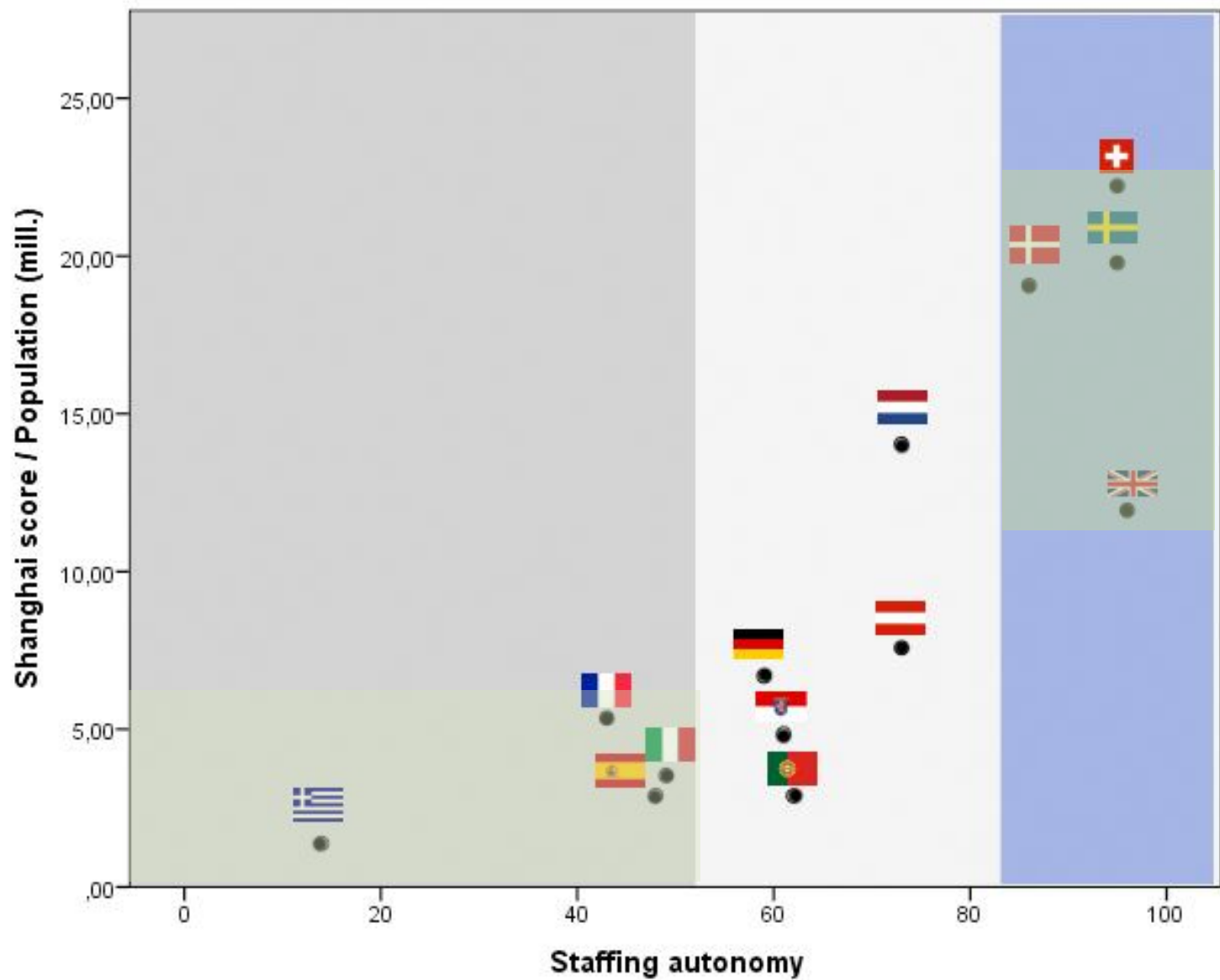
Indicators and weighing factors (EUA, 2011)

Indicators	Weigh
Capacity to decide on recruitment procedures of professors and researchers	13%
Capacity to decide on recruitment procedures of administrative staff	13%
Capacity to decide on salaries of professors and researchers	12%
Capacity to decide on salaries administrative staff	12%
Capacity to decide on dismissals professors and researchers	12%
Capacity to decide on dismissals of administrative staff	12%
Capacity to decide on promotions of professors and researchers	13%
Capacity to decide on promotions of administrative staff	13%

STAFFING AUTONOMY

Score for Staffing Autonomy (EUA, 2011)

1	United Kingdom	96
2	Sweden	95
3	Switzerland	95
4	Denmark	86
5	Austria	73
6	Netherlands	73
7	Portugal	62
8	Germany	59
9	Italy	49
10	Spain	48
11	France	43
12	Greece	14



ACADEMIC AUTONOMY

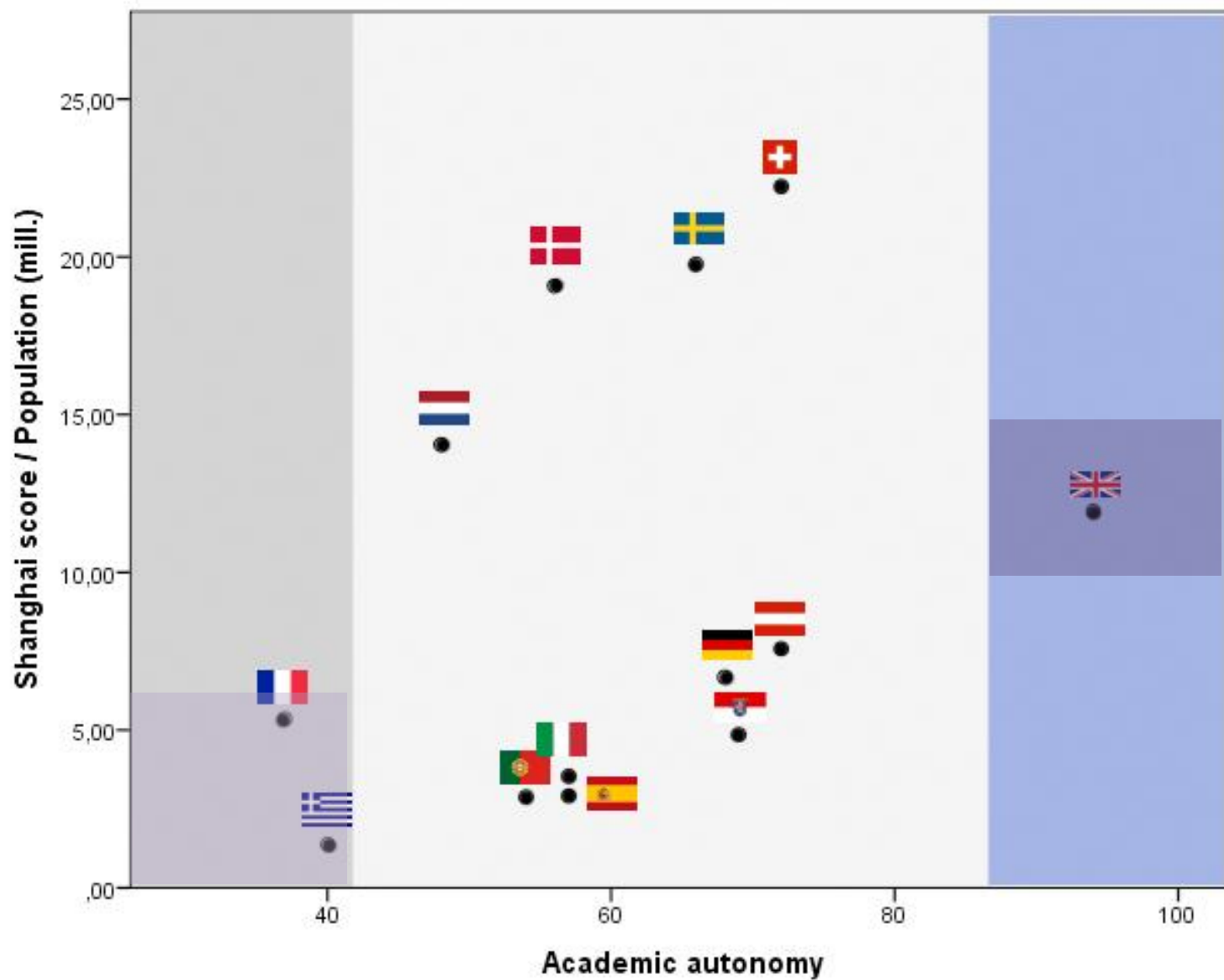
Indicators and weighing factors (EUA, 2011)

Indicators	Weigh
Capacity to decide on overall student numbers	14%
Capacity to select students (BA, MA)	14%
Capacity to introduce programmes (BA, MA, PhD)	16%
Capacity to terminate programmes	13%
Capacity to choose the language of instruction (BA, MA)	15%
Capacity to select quality assurance mechanisms and providers	11%
Capacity to design content of degree programmes	17%

ACADEMIC AUTONOMY

Score for Academic Autonomy (EUA, 2011)

1	United Kingdom	94
2	Austria	72
3	Switzerland	72
4	Germany	68,3
5	Sweden	66
6	Italy	57
7	Spain	57
8	Denmark	56
9	Portugal	54
10	Netherlands	48
11	Greece	40
12	France	37



FINANCIAL AUTONOMY

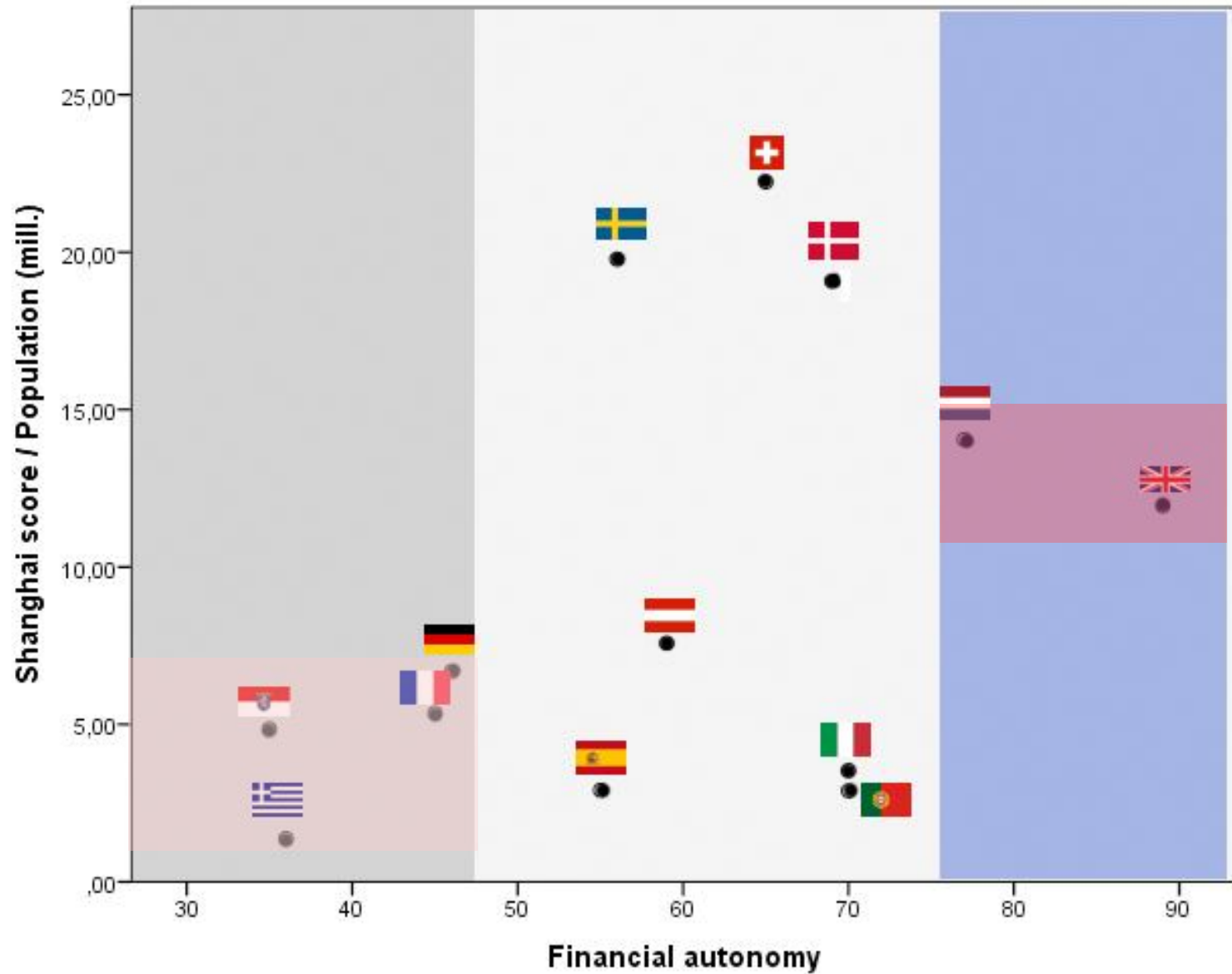
Indicators and weighing factors (EUA,2011)

Indicators	Weigh
Length of public funding	14%
Type of public funding	13%
Ability to keep surplus	14%
Ability to borrow money	9%
Ability to own buildings	12%
Ability to charge tuition fees for national/EU students	17%
Ability to charge tuition fees for non-EU students	21%

FINANCIAL AUTONOMY

Score for Financial Autonomy (EUA, 2011)

1	United Kingdom	89
2	Netherlands	77
3	Portugal	70
4	Italy	70
5	Denmark	69
6	Switzerland	65
7	Austria	59
8	Sweden	56
9	Spain	55
10	Germany	46
11	France	45
12	Greece	36



SOME COMMENTS ABOUT UNIVERSITY AUTONOMY

- ✓ The Autonomy has increased in the last decades
- ✓ There are differences between the formal Autonomy and the real Autonomy
- ✓ The consequences of the crisis
- ✓ Rather than setting long-term targets some governments tend to “micro manage” university affairs: quality assurance

SOME CONCLUSIONS

- ✓ For the university governance:
 - ▶ GOOD RESULTS must be recognized.
 - ▶ Must exist funding models for long term.

- ✓ Some potential risks:
 - ▶ A short term vision.
 - ▶ The limitation of creativity.

- ✓ A higher autonomy revalues the role of the academics in own areas.

- ✓ A final comment.

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THANK YOU

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