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- EUA**
European University Association
- EUA's work on autonomy**
- Policy activities**
- Conference series 2007-2009
 - EUA – declarations (Glasgow, Lisbon, Prague)
 - Input to EU policy processes (Modernisation agenda; Horizon 2020 etc.)
- Projects & publications**
- Exploratory Study on university autonomy in Europe (2009)
 - Autonomy Scorecard (2009-2011)
 - Update Autonomy Scorecard 2016
 - Case studies: TRENDS reports
- Services**
- Institutional Evaluation Programme
 - Consulting for public authorities in national reform processes

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Why university autonomy?

- **Correlations between autonomy and**
 - performance
 - quality
 - degrees of income diversification
 - successful internationalisation
- **Institutional autonomy**
 - enables universities to determine and pursue strategic priorities according to their strengths;
 - does not automatically lead to better performance but is an important requisite.

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Organisational	Financial	Staffing	Academic
<ul style="list-style-type: none"> • Selection procedure/ criteria for rector • Dismissal/ term of office of rector • Inclusion/ selection of external members in governing bodies • Deciding on academic structures • Creating legal entities 	<ul style="list-style-type: none"> • Length/ type of public funding • Keeping a surplus • Borrowing money • Owning buildings • Charging tuition fees for national/ EU students • Charging tuition fees for non-EU students 	<ul style="list-style-type: none"> • Staff recruitment procedures • Staff salaries • Staff dismissals • Staff promotions 	<ul style="list-style-type: none"> • Deciding on overall student numbers • Selecting students • Introducing/ terminating programmes • Choosing language of instruction • Selecting QA mechanisms/ providers • Designing content of programmes

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The scorecard approach

- **Institutional autonomy**
 - is a complex concept that consists of various interconnected elements;
 - is contingent on the diverse cultural, political, legal and historical backgrounds of Europe's HE systems;
 - cannot be measured objectively,
 - There is not just one model!
- **The Autonomy Scorecard**
 - had to take into account constantly changing legislative frameworks and at times contradictory policy developments;
 - had to simplify complex situations,
 - Cannot measure everything

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University Autonomy in Europe

How autonomous are Europe's universities?
Select one of the countries on the right to find out.

Sweden
19th in Organisational
15th in Financial
3rd in Staffing
14th in Academic

United Kingdom
1st in Organisational
3rd in Financial
2nd in Staffing
3rd in Academic

Portugal
7th in Organisational
7th in Financial
18th in Staffing
21st in Academic

www.university-autonomy.eu

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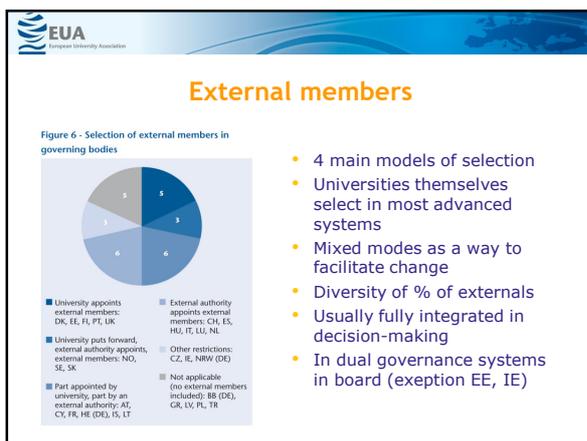
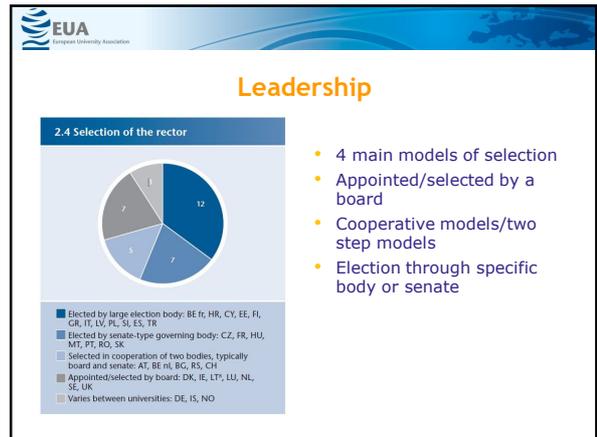
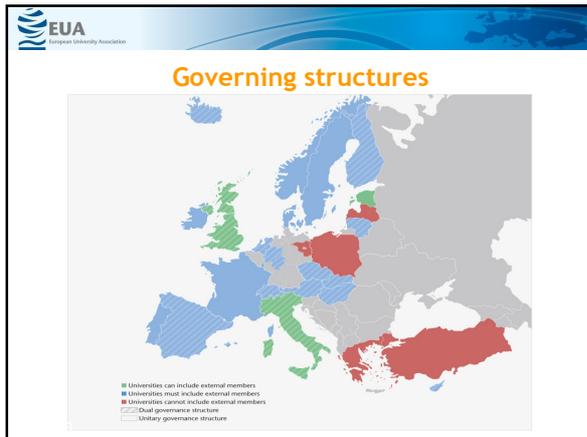
Organisational autonomy - trends

- ✓ **External members** are now included in university governing bodies in a majority of systems, though external authorities often remain involved in their selection.
- ✓ Universities in nearly all systems are free to create **legal entities** and decide on **academic structures**.
- ✓ **Rectors** are always chosen by the universities, although external authorities often have to confirm the appointment.
 - Some systems have large governing bodies
 - Some systems less independent in choosing external members

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Organisational autonomy - the scorecard

1	United Kingdom	100%	15	Brandenburg	60%
2	Denmark	94%	16	France	59%
3	Finland	93%		Hungary	59%
4	Estonia	87%	18	Italy	56%
5	North Rhine-Westphalia	84%	19	Spain	55%
6	Ireland	81%		Sweden	55%
7	Portugal	80%		Switzerland	55%
8	Austria	78%	22	Czech Republic	54%
	Hesse	78%	23	Cyprus	50%
	Norway	78%	24	Iceland	49%
11	Lithuania	75%	25	Slovakia	45%
12	The Netherlands	69%	26	Greece	43%
13	Poland	67%	27	Turkey	33%
14	Latvia	61%	28	Luxembourg	31%



Who participates in the governance I Boards

Country	Responsibilities	Size	Composition		External members
			Academic staff	Non-academic staff	
DK	Strategic and budget issues	9 to 15	Yes	Yes	Yes (at least 2) Majority (at least 5)
FI	Strategic, management of assets, university internal rules, election of rector	9 to 14	Yes (<50%)	Yes (<50%)	Yes (<50%) At least 40% chair and vice-chair elected among external members
AT	Supervisory body; approves budget; strategic oversight	5, 7 or 9	No	No	No 100%
UK	Varies across universities	Under 25	Yes		Yes Majority

Who participates in the governance II Senate

Country	Responsibilities	Size	Composition			
			Academic staff	Non-academic staff	Students	External members
DK	Academic affairs (consultative)		Majority	Yes	Yes	None
FI	Accountability, Approval of budget	Max. 50	Yes	Yes	Yes	None
AT	Academic issues and recruitment	18 (or 26)	9 (or 13)	1	4 (or 6)	None
UK	Varies across universities	Larger bodies	Yes		Yes	None

- ### Modern governance models
- Change towards more efficient models seems to strengthen the whole system
 - Smaller governing bodies
 - Effective board types with external members to work efficiently and strategically
 - Combined with academic involvement at decentralised level
 - Sometimes change of legal structure (Portugal, Finland, Lithuania, Estonia)
 - Appointment of leadership rather than election
 - Professional development of all actors

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Financial autonomy - trends

- ✓ Universities generally receive their public funding as a **block grant**, although its allocation may be restricted.
- ✓ **Surpluses can be kept** and **money borrowed** in a majority of systems, but in practice, various limitations still apply.
- ✓ Universities in most systems are able to **own their buildings**, but often require external permission to sell them.
- ✓ The situation is complex, but universities tend to be more free to set **tuition fees** for MA and non-EU students.

- ❑ Short funding periods
- ❑ Negative effects of the financial crisis
- ❑ Balance of accountability (e.g. reporting requirements)

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Staffing autonomy - trends

- ✓ **Recruitment procedures** are less prescribed than before.
- ✓ In most systems, restrictions still apply to **staff salaries**, although these are less likely to be due to the civil servant status of university staff.
- ✓ **Staff dismissals** and **promotions** remain restricted in more than half of the systems studied.
- ✓ The **financial crisis** has strongly affected staffing policies.

- ❑ Civil servant status poses still restrictions

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Academic autonomy - trends

- ✓ **Overall student numbers** are limited in nearly all systems.
- ✓ Universities in Europe still have little freedom in choosing **QA mechanisms**.
- ✓ **Accreditation** is still compulsory for BA/MA programmes in a majority of systems.
- ✓ The **language of instruction** can be chosen freely in approx. 2/3 of all systems.

- ❑ Admission criteria still prescribed
- ❑ Still programme accreditation instead of institutional audits

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Autonomy as a holistic concept

- More financially autonomous institutions with inappropriate organisational structures will not reap the benefits
- Institutions less autonomous in financial and academic aspects will not be able to use greater freedom in organisational or staffing autonomy
- All areas and elements of autonomy are related
- Governance and autonomy reforms need to take a holistic approach
- But no "one size fits all model"- each system needs to find balance between accountability and responsibility related to its specific background.

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How to ensure accountability?

- Appropriate quality assurance procedures
- Financial transparency through modern financial management
- Appropriate reporting
- Participation of external members in institutional decision-making

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But is autonomy enough?

- **Leadership development - Key success factor to:**
 - lead change in institution
 - reinforce strategic approach
 - implement successful income generation
- **Human Resource development and professionalisation to develop:**
 - new skills
 - management capacity
 - new staff profiles
- **Sufficient funding**
 - University autonomy and funding are mutually reinforcing factors
- **Governance reforms in institutions**

Further Information on: www.eua.be
Contact: thomas.ester mann@eua.be

