

**Povzetek predstavitev na
PLA “Profiling of HEIs in changing landscapes –
diversity and governance in light of recent mergers
and other changes”
(Oslo, 30. marec – 1. april 2011)
ter
srečanju Generalnih direktorjev za visoko šolstvo
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Higher education systems - three competing models

- Binary systems
- Unified systems
- Stratified / hierarchical systems

Binary systems

- Formal distinction between a university and a non-university higher education sector
- Non-university sector: Constituted by multi-purpose institutions created through mergers of specialised colleges

Non-university higher education institutions - official English names

- Colleges of education
- Polytechnics
- Institutes of technology
- University colleges
- Universities of applied sciences (UAS)

Unified systems

Most higher education institutions have attained university status, by:

- a) **Upgrading** colleges/polytechnics to universities
- b) **Merger** of universities and colleges/polytechnics
- c) **Integrating** colleges into universities

Stratified systems

- USA: Pyramid structure with few elite universities on the summit and a large number of community colleges at the base

Does the organisation of HE systems matter?

- Is diversification in HE easier to achieve in binary and stratified systems than in unified systems?
- Discussed in OECD in the 1960's
- **Burton Clark**: The problem of adapting a "singular structure to plural needs."

Burton Clark:

“Mass systems must be more differentiated than elite ones as they absorb a more heterogeneous clientele, respond to new demands from the labour market, and attempt to cover a wider range of knowledge.”

Diversity:

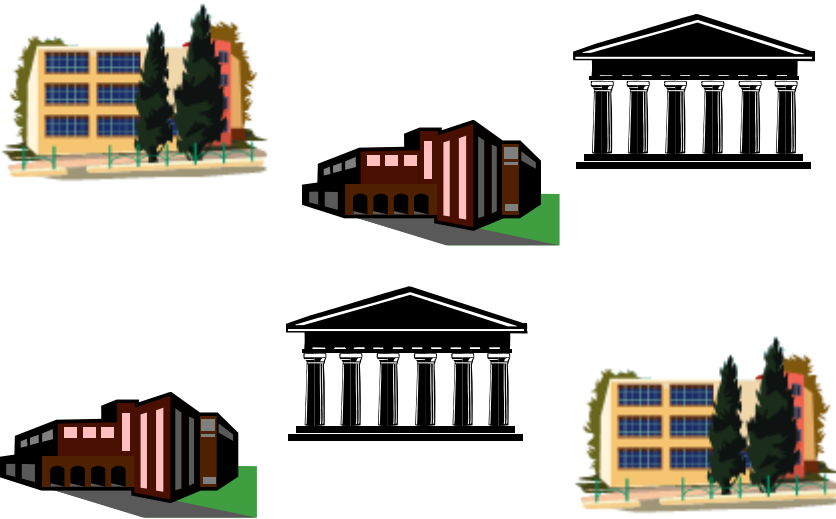
the **level** of variety in a system at a specific point of time

Diversification / Differentiation:

the **process** through which the diversity of a system increases

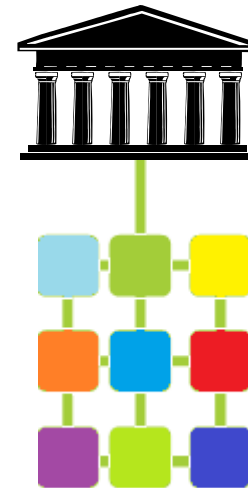
External or internal diversity?

External diversity



Diversity at system level,
between universities:
different institutional profiles

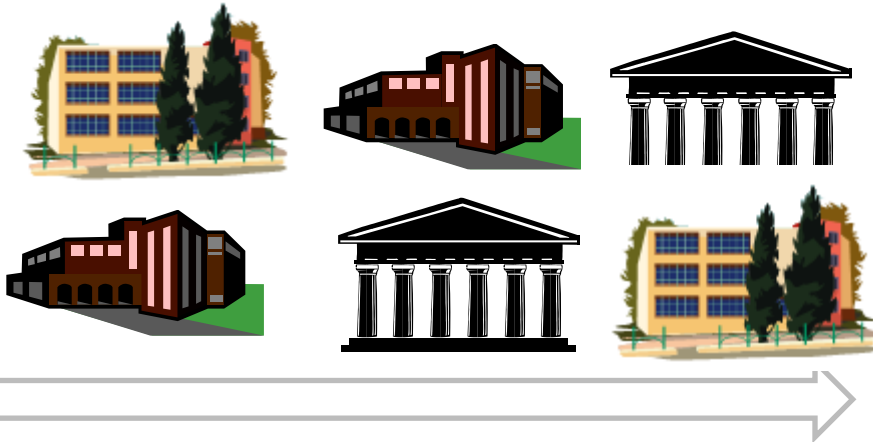
Internal diversity



Diversity at institutional level:
different missions, activities etc
within the institution

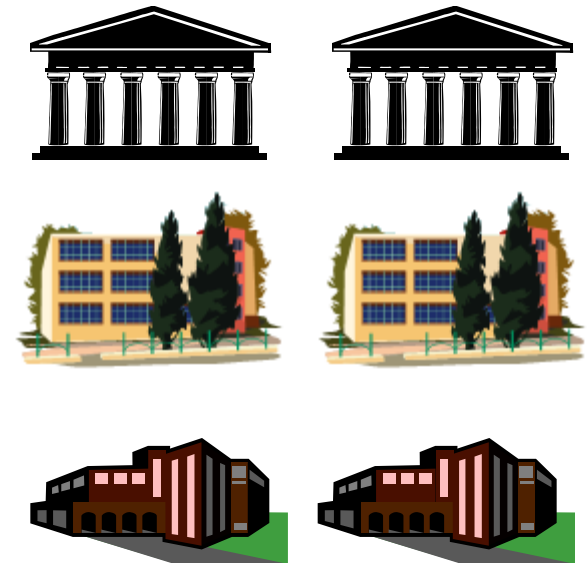
External diversity: horizontal vs. vertical

Horizontal diversity



Equal value is attributed to different types of institutional profiles
(non-hierarchical set of values)

Vertical diversity



One type of institutional profile is clearly favoured over others
(hierarchical set of values)

External vs. internal diversity

- Institutional diversity is broader than just external diversity which only looks at institutional profiles
- Mission mixes and strategic orientations diverge considerably within institutions (among faculties/ departments/schools) and are greater than assumed among institutions of the same regulatory type
- In many systems internal diversity is greater than external diversity
- Internal diversity is not necessarily less efficient than external diversity

Diversity - some aspects

- The difference between dual systems and integrated systems is not as large as assumed
- Rankings drive vertical differentiation
- Missions and reward structures at institutional level are often undermined by reward structures at system level
- Autonomy may lead to diversity but only if financial incentives, career patterns and values support this

Aspects of diversity

Profiles

- Focus of activities
- Programme diversity

Students

- National/international backgrounds
- Socio-economic backgrounds
- Qualifications
- Gender diversity

Staff

- Engagement in activities
- Academic/professional backgrounds
- Gender diversity

Target communities

- Regional, national and international target communities
- Academic/professional communities

Which are the most critical factors when it comes to governing higher education diversity in Europe?

According to relevant literature:

Main diversity factors:

Student body

Academic staff

Research orientation and performance

Competitive funding

Status and reputation

Unclear:

Institutional leadership

Institutional governance structures

Mission

Innovation orientation

Of secondary importance:

Curriculum

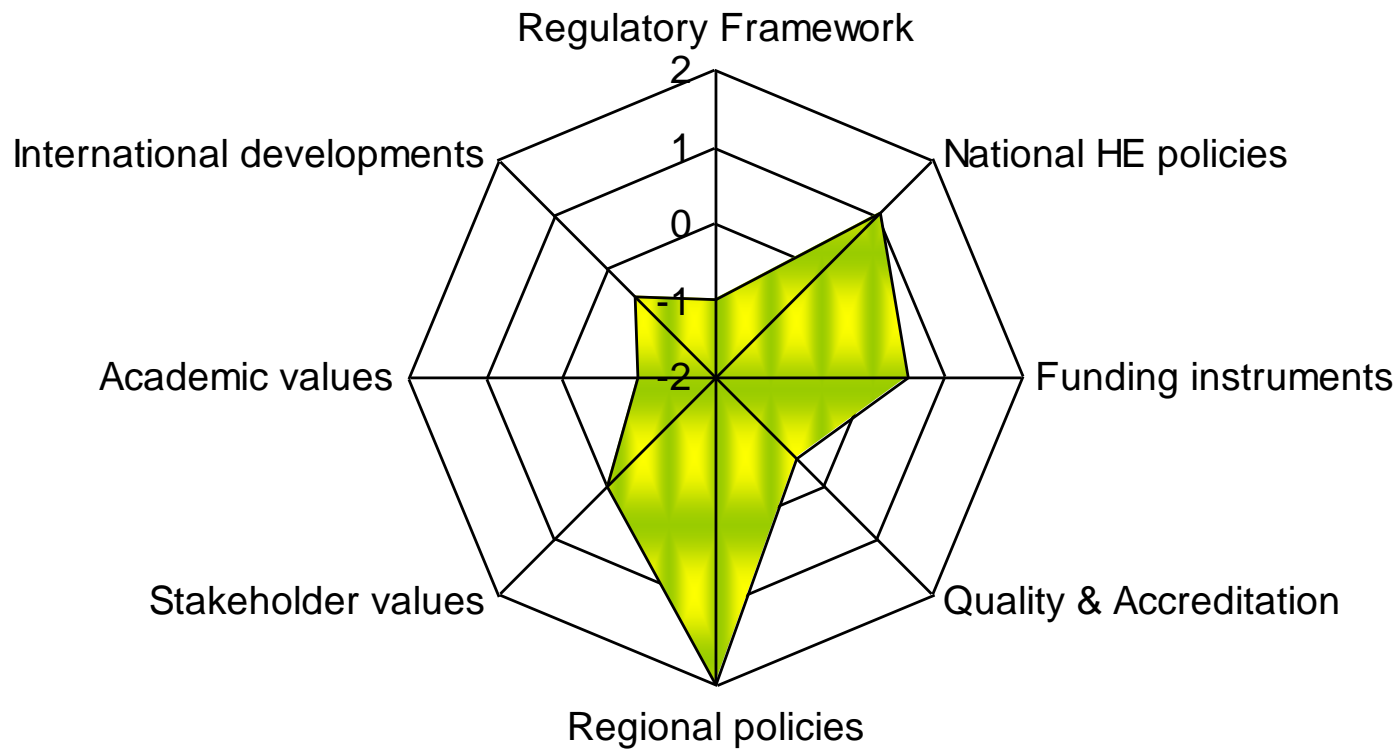
Basic funding

Key drivers for convergence or diversification

1. Regulatory framework
2. National higher education policies
3. Funding instruments
4. Quality and accreditation
5. Regional policies and influences
6. Stakeholder values
7. Academic values
8. International developments

Relative strengths of diversification and convergence forces shaping institutional profiles

Norway



Funding frameworks and diversity

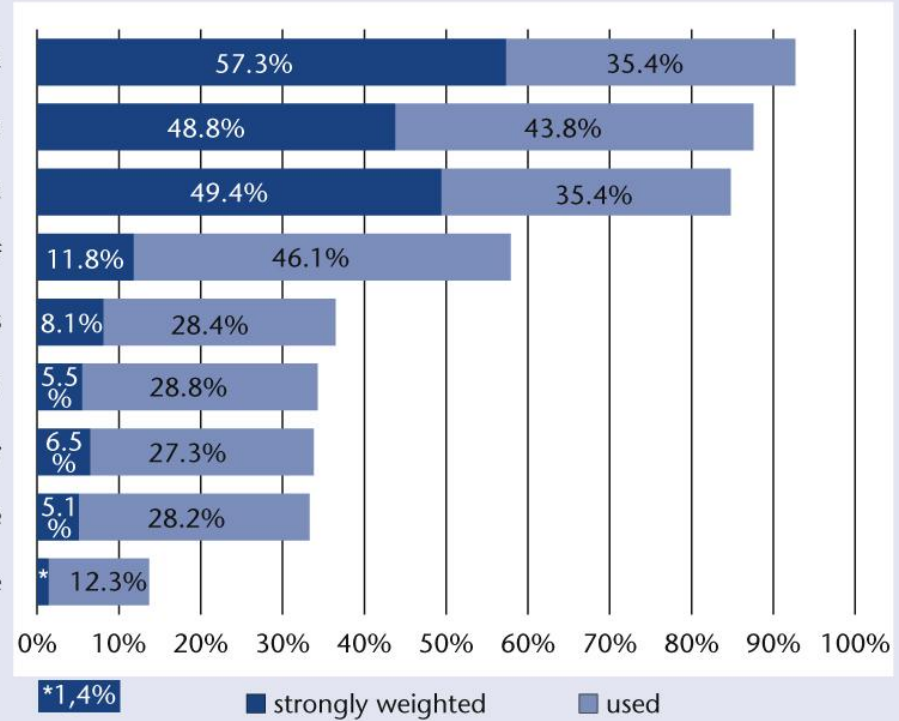
- Funding may strongly affect the degree of diversity by promoting or hindering it
- National grant schemes show so far limited awareness of the need to promote diversity
- Funding incentives are helpful to sharpen universities' institutional profiles
- Funding incentives and steering mechanisms should not take away from the **core public funding**
- **Sustainable funding of the system is essential**

Public funding trends and impacts

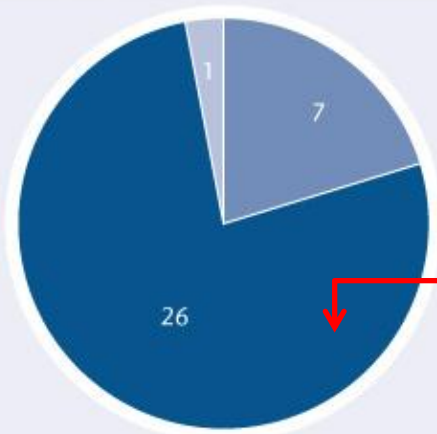
- Block grants and formula funding
 - Growing importance of output criteria
=> influences university's strategic choices
- Competitive funding
 - Mostly concerns the research mission
=> What about competitive funds for other missions and profiles?
- Targeted funding
 - Authorities tend to cut in block grants and re-introduce targeted funding geared towards the achievement of specific objectives
=> restricts autonomy

Funding formula parameters

Students / programmes input criteria
 Research
 Students / programmes output criteria
 Staff
 Finances
 Degree of innovation
 Equity
 Infrastructure
 Regional role



Budget type



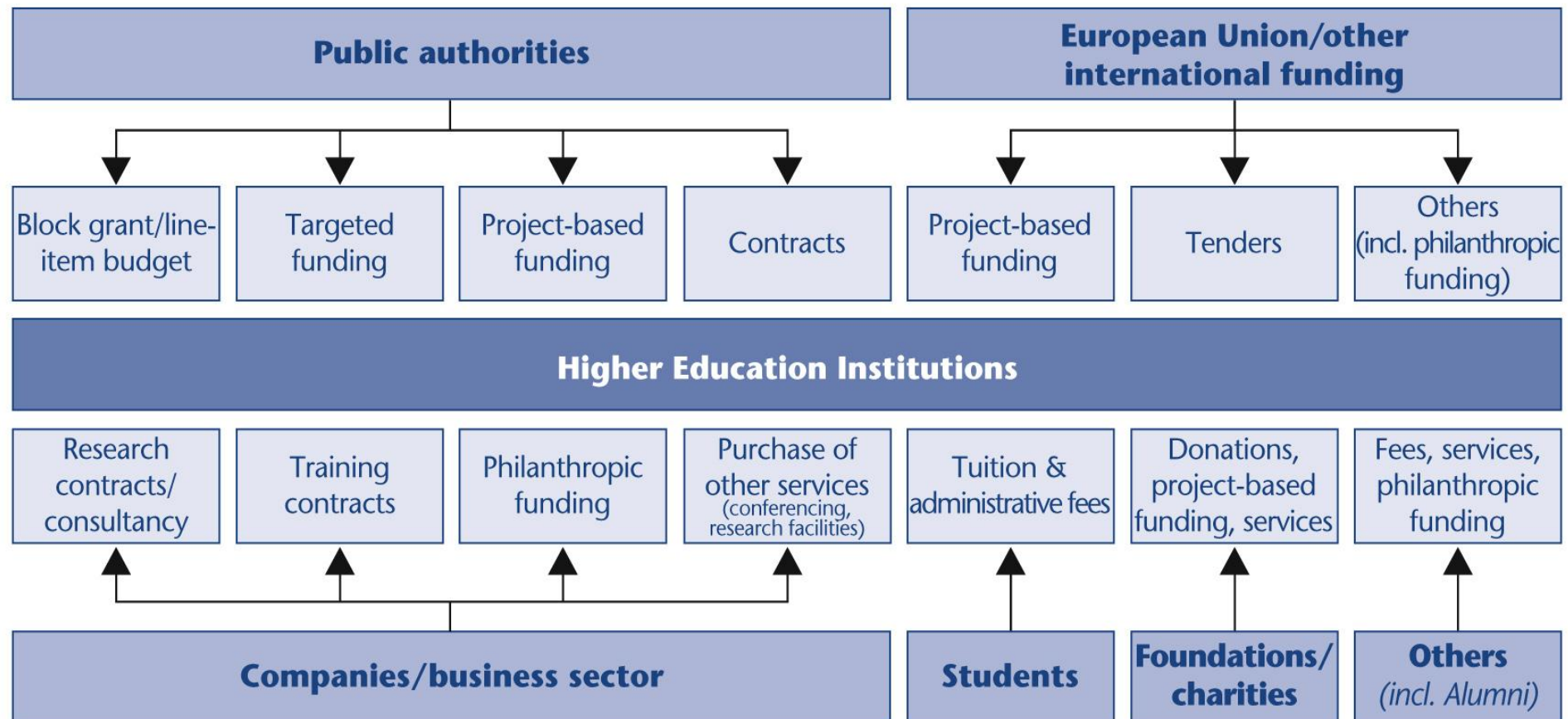
- Line-item budget: BG, CY, GR, LV, LT, RS, TR
- Block-grant budget: AT, BE nl, BE fr, HR, CZ, DK, EE, FI, FR, HU, IS, IE, IT, LU, MT, NL, NO, PL, PT, RO, SK, SI, ES, SE, CH, UK
- Varies between states: DE

Most HE systems deliver public funding through block-grants

But may determine these via funding formulae based on strategic indicators
 (such as research performance)

Diversity of funding sources

Income sources and funding modalities



Consequence:

The development and maintenance of specific forms of diversity are more dependent on government interference than markets and competitive forces.

The role of authorities I

■ **Reform processes:**

- ✓ Privilege holistic approaches to HE reforms
- ✓ Support leadership development and professionalisation of management
- ✓ Pay attention to the implementation of reforms and create support mechanisms towards this goal

■ **Pre-requisites:**

- ✓ Set up regulatory frameworks that grant universities autonomy in the key areas (internal organisation / finances / staffing policy / academic matters)
- ✓ Investment in HE - Sustainable public funding

■ **Be proactive:**

- ✓ Set up smart funding incentives (such as matched funding schemes)
- ✓ Improve funding modalities: simplification of funding schemes, funding on a full cost basis

The role of authorities II

- Not explicit diversity policies but all drivers together are decisive
- The quest for flexible and diverse HE systems will have to confront the whole complexity of forces, designing:
 - ✓ Diverse funding regimes (performance indicators and specific schemes)
 - ✓ Accreditation criteria
 - ✓ Fit-for-purpose quality assurance
 - ✓ Diverse concepts and rewards of excellence
 - ✓ Diverse academic career paths (hiring and promotion criteria)

Conclusion:

Overall development of higher education diversity in Europe

Convergence at programme levels:

Curricular contents, degree structures, credit transfer systems, quality assessment, curriculum organisation (EQF)

Increasing diversity at (national) system levels:

Growing focus on research excellence and link of research to innovation, legal status of HEIs, institutional governance structures, public funding arrangements (including tuition fees), definition of university