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## Questionnaire

### 1. So what do you think a university is?

ON A SCALE OF 0 TO 5, HOW WOULD YOU RATE THE IMPORTANCE OF EACH OF LISTED FEATURES OF UNIVERSITY?

(0=NOT IMPORTANT, 5=MOST IMPORTANT):

being comprehensive (universal academia)

being autonomous

being integrated

having the highest quality of research and teaching

having the right to award the PhD degree

being non-profit

being responsive to societal needs

being accessible to all who could benefit – higher education is necessarily selective (or it would not be “higher”), but the types of degree courses could be much more diverse and the criteria for selection should be equally diverse.

Are there any other features that you think are important but are not on the list? Which ones?

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SHOULD AUTONOMY REFER TO

university

faculty

both

SHOULD LEGAL STATUS IS BE ASSOCIATED TO:

university

faculty

both

DO YOU THINK THAT FOLLOWING FUNCTIONS SHOULD BE ASSOCIATED TO THE UNIVERSITY (U), OR FACULTY (F) OR BOTH (U/F)?

U/F\_enrolling students

U/F\_employing staff

F\_\_deciding on the content of study programmes

F/U\_\_recruiting to academic positions

U\_\_issuing diplomas/degrees

U\_\_negotiating with government for funding

U/F\_\_international relations

F/U\_\_quality assurance

U/F\_\_student support services

U/F\_\_library

## 2. Challenges to autonomy

DO YOU AGREE THAT UNIVERSITIES SHOULD HAVE THE RIGHT/FREEDOM TO (ON A SCALE OF 0 TO 5):

- 5\_\_restructure themselves internally as they see fit
- 5\_\_employ their own staff
- 5\_\_vary salary scales and similar remuneration according to institutional needs;
- 5\_\_have budgetary autonomy
- 5\_\_own property
- 5\_\_have access to private funding
- 5\_\_retain earnings from their own assets or from donations and to set up holding companies
- 3\_\_perform management by goals instead of management by rules
- 5\_\_withdraw from the state status if they want to
- 5\_\_define their own strategic and long-term\_vision;
- 4\_\_respond effectively to increasing domestic and international competition.

## 3. Challenges to university governance

IN UNIVERSITY GOVERNANCE PLEASE CHOOSE WHAT WOULD BE YOUR PREFERENCES

Who do you think should be involved in the governance of universities:

- **universities should decide for themselves** (staff and students only) – based on input from all other categories, including governments.
- universities and governments
- universities, governments and business/enterprise
- universities, governments, business and other societal representatives
- other (please specify)

Rector should be

- appointed via advert
- **appointed by board of directors** for a fixed term – based on input from academic staff and managers; it should be possible for rector to come from outside the institution, but this should be welcomed by the members of the institution.
- elected from and within local staff
- neither of these

Deans/ heads of department should be

- appointed via advert
- **appointed by rector** – according to transparent criteria (such as professional management training and experience, and based on input from department staff.
- elected from and within local staff
- neither of these

The university personnel should be hired by

- rector
- **dean** – in consultation with the Rector and department staff.

- a body appointed by rector
- neither of these

Posts and tenures in the universities should come under

- legislation on labour contracts
- civil service regulations
- neither of these

The board of directors should be chaired by

- rector
- **an external member** – who is committed to the mission of the institution, but does not personally benefit from it financially or professionally. The chair of the board should be a resource for the Rector, but he/she should also help keep the balance of power so that the Rector cannot place his/her own interests above the interests of the institution.
- neither of these

#### 4. A paradigm shift in the evolution of HE system

IN YOUR COUNTRY, WHAT ARE THE ASPECTS OF THE MINISTRY/GOVERNMENT ROLE WHICH YOU THINK ARE MOST URGENT TO CHANGE (RATE THE URGENCY ON A SCALE OF 0 TO 5)?

\_\_\_ provide predictable long term funding framework for universities with multi-year financial planning;

\_\_\_ increase universities' financial powers in the short and the longer term while retaining appropriate regulatory powers of the government

\_\_\_ make recommendations for a reform of university governance with a view to strengthening the prerequisites for universities' internal management,

\_\_\_ make recommendations for endowment of a separate legal personality to universities which would ensure legal separation from the state legal personality

\_\_\_ withdraw from unnecessary bureaucratic control, micro-management and paper-driven regulation and interference

\_\_\_ provide only a broad policy framework and delegate the rest of power to the competent independent intermediary bodies.

\_\_\_ make transfer of assets worth millions of euros to university or non for-profit independent foundation which acts as founder of the university

#### 5. Private higher education institutions

**How do you think it will be possible to maintain and develop public and social responsibility for higher education as private finance plays an increasingly important role in universities?**

I think that intelligent and strategic regulation of the higher education sector is needed. Too many controls can squash entrepreneurialism and intellectual ambition, but an open field leaves room for standards to decline and corruption to flourish (if no one has the academic/intellectual authority to say: This is Good, That is Bad, then we have no definition of education, quality, or excellence). It is currently not in fashion to be judgmental, and respect for experts in academia has been compromised due to politics inside and outside the university. Regulations must be tools for transparency, especially for proving that

private financing is used toward the development of academic excellence and social responsiveness.

**Please describe in brief what is your perception of the concept of “private higher education institution”?**

A private HEI is not owned by the state, it was not founded by the state, but it may receive funding from the state. A private HEI is only private in terms of its founding and level of autonomy in mission and strategy, employment and specialization. All higher education is public, because all higher education serves the public and is in the public’s interest. But all higher education is also private, because individuals provide it and individuals benefit from it directly.

**Do you think that “private” higher education institutions normally exist in countries with long lasting experience in market economy?**

In Europe, I think private HEIs are more numerous in the “new” economies.

**According to your best knowledge are private higher education institutions typical for**

- western European countries – relatively rare.
- SEE countries – there are quite a number in this region by now.
- both
- neither

**Do private higher education institution usually mean “for profit”?**

I think they *can* mean “for profit” – but they should not. There is currently a terrible problem with for-profit private universities in Albania. This scandal is threatening their very society: there are very few people with higher education qualifications, but now the degrees are “for sale” at the private universities (which “employ” professors who do not really exist), more people are arriving on the labour market with the M.A. or even PhD degrees, yet some of them have never gone into a university classroom or written an academic paper. I know that there are similar situations in Romania and Bulgaria, and elsewhere in Europe. These “diploma mills” are possible because the accreditation/licensing system is still young. Besides, selling degrees is like a new business venture: people want the degree and many can pay for it, but who has the authority to say that the degree is “real”? Accreditation (in Albania, and probably elsewhere as well) is too often used as a leverage mechanism by the state: if you can pay the fees, or if you know the right people, you get a stamp of approval. If you don’t, no matter how good your institution is, you wait forever and never receive a license.

Spain and Portugal have the longest tradition of private higher ed in Europe (legal since 1973 and 1979, respectively). Although many of the private institutions are sponsored by the Catholic church, this has allowed the establishment of secular private institutions as well, but within a system of established criteria and relatively transparent accreditation procedures. Private higher ed developed more quickly in Eastern Europe than the regulations that should control it, and this left a “vacuum” where for-profit, low quality institutions could grow.

**Do you know any example of non-for profit private higher education institution in Europe?**

I know that there are high-quality, non-profit private HEIs in Austria, Germany, and Italy (and probably in Spain and Portugal, but I do not know which ones), where access to public higher

education is very open and “massified”. Public universities are prestigious, but there is a demand for smaller classes, different specializations than the ones in the public system curriculum, and different teaching methods than are used at public universities.

In other countries where there is a numerus clausus on the number of students who can enter the public system, but the demand for higher education is much greater than this limit, private HEIs have opened primarily to handle the overflow and have often profited from the fact that people will pay for a degree no matter how it is provided. Of course there are exceptions and some private HEIs in Eastern Europe are quality conscious and deliver excellent education, but I do not know if they are also not-for profit.

### **Have you heard of foundation –owned universities?**

All private universities in Turkey, for example, are foundation-owned. Turkey had a very negative experience with private higher ed in the 1970s. There were very few regulations and lots of corruption. Private higher ed was then banned until 1981, when it was allowed again but under very different regulations. Now, the regulations for private and public higher ed are very similar, they are only slightly less strict for private institutions in certain areas. Private universities must be owned by a foundation (the most famous are Sebanci and Koc) and they are all strictly non-profit. The private universities must also be “sponsored” by a public university before they can begin operations; this means that if anything happens to the private institution, the students who are enrolled will be “taken in” by the sponsoring public university (I think the students must also pass a test or be checked in some way before they are accepted at the public university).

### **How would you call a higher education institution endowed with legal personality separate from the state legal personality but receiving funding from the state: private or non-private.**

I would call this HEI a private institution, because it has the autonomy to determine its own direction and strategy. If it receives state funding, it is obliged to satisfy the state as a “customer” or investor, just as it is obliged to satisfy any other source of funding with quality and transparency.

In higher education, the words “private” and “public” are actually inappropriate. All education is public, and all education is private. The institutions can be more public or more private, depending on their specific conditions. Please see UNESCO-CEPES publication “The Rising Role and Relevance of Private Higher Education in Europe” (2007) and the attached article from the publication “From Here to There: Mileposts in Higher Education” (2007) for more thorough discussion of this point.

## **6. Bologna Process and Higher Education Institutional Reform Process**

DO YOU THINK THAT HIGHER EDUCATION INSTITUTIONAL REFORM IS A PREREQUISITE FOR GENUINE IMPLEMENTATION OF BOLOGNA PROCESS

### **YES ... please explain why?**

The BP was set up to require institutional reform. The problem is that so much good is being thrown out in the name of “modernization” and “standardization” that we are losing a lot of quality compared to what we gain. I do not argue that change has become inevitable, but I wonder if the EHEA represents a change for the better.