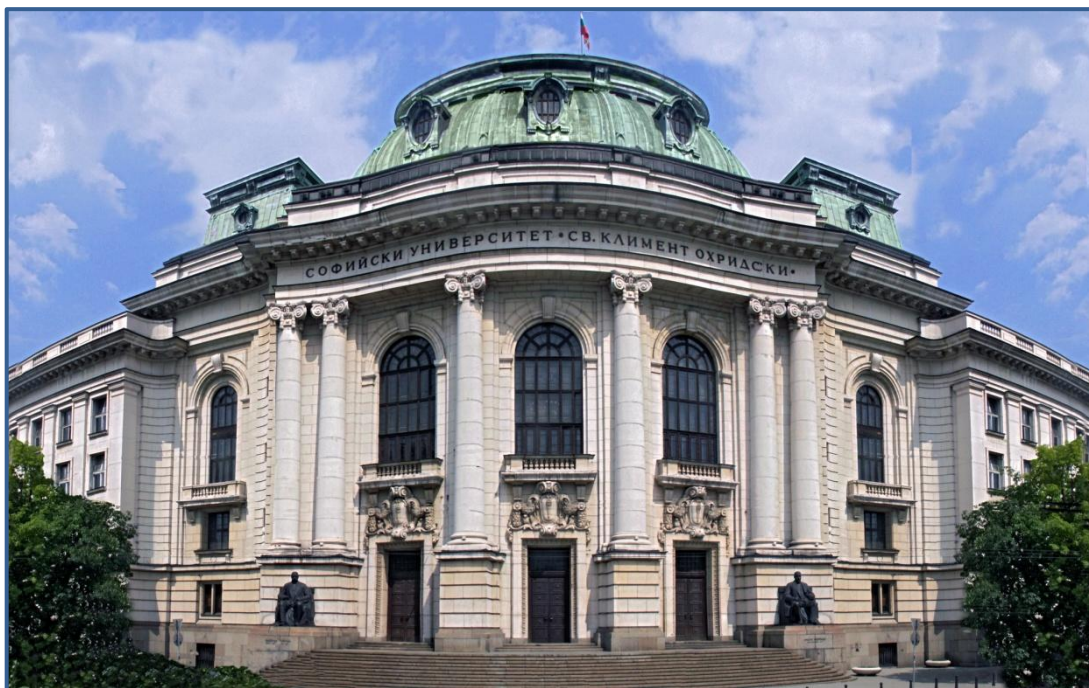


## UNICA RECTORS SEMINAR 2013

*The balance of responsibilities: University and Society in  
securing financial stability of higher education*

**in the framework of the 125<sup>th</sup> anniversary celebrations of Sofia University**

Sofia University St. Kliment Ohridski, 27-28 September



## READER

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## Introduction

Now more than ever, universities are working hard to grow new income streams in order to maintain their education & research standards. While the costs of maintaining higher education mount, **public funding**, often representing a vital share of the universities' resources, is decreased or stays unvarying. Universities need to demonstrate **efficient financial management** and the ability to diversify their sources of funding. At the same time, the issues of **university autonomy** and the **social impact** of the changing financial situation require special attention.

The **UNICA Rectors Seminar 2013** will bring together representatives of UNICA universities' academic leadership and give the opportunity to share knowledge and discuss views on the complex processes and **interactions between the universities and their economic and social environment**.

## About Sofia University St. Kliment Ohridski

The Seminar will be hosted by Sofia University St. Kliment Ohridski. Founded in 1888, the University is the **oldest higher education institution in Bulgaria**. The Seminar will be the culminating part of the Sofia University **125<sup>th</sup> Founding Anniversary Celebrations**.

Sofia University is named after **Saint Clement of Ohrid**, a medieval Bulgarian scholar and the first bishop to preach in the Old Bulgarian language. He was the most prominent disciple of Saints Cyril and Methodius and is often associated with the creation of the Cyrillic script and its popularisation among Slavs. He was the founder of the Ohrid Literary School and is regarded as a patron of education and language.

Sofia University's founding date is October 1, 1888, when the Higher Pedagogical Class at the First Boys' High School in Sofia was established. The first class consisted of 43 students, all male. Two thirds of them were scholarship holders. The 7 lecturers (4 of them working full time and 3 part time) had European degrees and scholarly achievements. A law passed on December 18, 1888 transformed the Higher Pedagogical Class into a School of Higher Education.

The first elected Rector was Alexander Theodorov – Balan, who had degrees from the universities of Prague and Leipzig and a doctorate from Prague University, and taught linguistics, dialectology and Slavic philology. In 1891 the first class of 34 students graduated from the Department of History and Philology and the next year a class of 23 graduated from the Department of Physics and Mathematics. In 1892 a third department – the School of Law – was founded, with 67 students and professors. At the end of 1894 a royal decree approved a Law of Higher Education and the departments became faculties. The Faculties of Medicine and Theology were added to the School of Higher Education and in 1904 it was transformed into a University.

The university's edifice was constructed between 1924 and 1934 with the financial support of the brothers Evlogi Georgiev and Hristo Georgiev, whose sculptures adorn its façade, and has an area of 18,624 m<sup>2</sup> and a total of 324 premises. Sofia University has now 16 faculties and three departments, where more than 22,000 students receive their education.



Saint Clement of Ohrid

## Programme

### Thursday 26 September 2013

Until 19:00	Arrival of participants
14:00 - 17:30	<b>Optional social programme</b> Guided tour of the city and a visit to the National Archaeological Museum <b>Meeting point: Sofia University St. Kliment Ohridski, 15 Tsar Osvoboditel Blvd, Rectorate, New Conference Hall (North Wing)</b> <i>The Museum occupies the building of the largest and oldest former Ottoman mosque in the city, Büyük camii ("Grand Mosque"), built around 1474 under Mehmed II. It hosts a collection of objects from ancient Thrace, Greece and Rome to the late Middle Ages.</i>
18:00	<b>Welcome cocktail at the University Botanical Garden</b>

### Friday 27 September 2013

**Venue: Sofia University St Kliment Ohridski, Tsar Osvoboditel blvd 15, Rectorate, Aula Magna**

09:00 - 09:30	<b>Registration</b>
09:30 - 10:00	<b>Official welcome</b> Ivan ILCHEV, Rector of Sofia University Yordanka FANDAKOVA, Mayor of the City of Sofia Daniela BOBEVA, Vice Prime Minister (TBC) Stavros A. ZENIOS, UNICA President (video message)
10:00-10:10	<b>What kind of University would I like to study in?</b> Speech by the laureate of the University of Sofia's Student Essay Competition
10:10-11:10	<b>Keynote speeches</b> Lesley WILSON, Secretary General, European University Association (EUA) Peter MAASSEN, Professor in Higher Education Studies, University of Oslo
11:10-11:20	Validation of a postcard of Sofia University
11:20-11:50	Coffee break
11:50-13:00	<b>Session I: University funding systems responding to crisis</b> Jean CHAMBAZ, President, Université Pierre et Marie Curie Discussion
13:00-14:30	Lunch <b>Venue: Alma Mater Restaurant, Rectorate</b>
14:30-15:30	<b>Session II: Strategies of diversification of funding</b> Tiit LAND, Rector, Tallinn University Ivan ILCHEV, Rector, Sofia University St. Kliment Ohridski Panel discussion with contributions from the audience chaired by Luciano SASO, Deputy Rector for International Mobility, Sapienza University of Rome, Member of the UNICA Steering Committee
15:30-16:00	Coffee break Preparation for the academic procession
16:00-17:45	<b>Ceremonial session of the University of Sofia's 125th founding anniversary</b> Academic procession of the Rectors wearing traditional academic gowns in the city

	centre of Sofia
18:30-20:00	<b>Reception by the Rector</b> <b>Venue: Hall 1, Main Building, South Wing (next to the Rector's Office)</b>
20:30	<b>Cocktail</b> <b>Venue: Alma Mater Restaurant, Rectorate</b>

## Saturday 28 September 2013

**Venue: Sofia University St Kliment Ohridski, Tsar Osvoboditel blvd 15, Rectorate, Aula Magna**

09:00-09:45	<b>Changing education landscape in Europe &amp; the future of UNICA</b> Discussion chaired by Luciano SASO, Deputy Rector for International Mobility, Sapienza University of Rome, Member of the UNICA Steering Committee
09:45-10:30	<b>Session IV: University diversification of funding: case of King's College London</b> Keith HOGGART, Vice-Principal, King's College London Open discussion
10:30-11:00	Coffee break
11:00-12:20	<b>Session V: Social impact of tuition fees: the students' voice</b> <i>Financing the Students' Future?</i> - presentation by Rok PRIMOŽIČ, Chairperson, European Students' Union Round table of Rectors and Students
12:20-12:30	<b>Message from the UNICA Steering Committee</b> by Luciano SASO, Deputy Rector for International Mobility, Sapienza University of Rome, Member of the UNICA Steering Committee
12:30-13:30	Lunch
13:30	<b>Social programme</b> Guided visit to Plovdiv and wine tasting <i>With its innumerable art galleries, winding cobbled streets and bohemian cafés, it would be no exaggeration to call Today's Plovdiv the Paris of the Balkans. The city's appeal derives first from its lovely old town, boasting Thracian, Roman, Byzantine and Bulgarian antiquities, the most impressive being the Roman amphitheatres - the best preserved in the Balkans, and still used for thrilling performances.</i>

### **Jean Chambaz, President, Université Pierre et Marie Curie**

Previously holding the offices of Vice-President for Research and the Vice-President for Ways and Means, Jean Chambaz is Professor of Cell Biology at Pierre and Marie Curie Faculty of Medicine and Head of the Endocrine Biochemistry Department at the Pitié-Salpêtrière Hospital in Paris. He created an INSERM-UPMC research unit in the field of metabolism and intestinal differentiation in 1999, which merged in 2007 into the Research Center of Cordeliers, of which he became Deputy Director.

After heading the Physiology and Pathophysiology Doctoral School (ED 394) from 2001 to 2005, he founded the Institute of Doctoral Training at UPMC. He directed the Institute, the first of its kind in France, until 2008. His involvement in structuring European research and the debate on new doctoral missions led to his becoming the first Chair of the EUA Council for Doctoral Education (EUA-CDE) from 2008 to 2011.

### **Keith Hoggart, Vice-Principal International at King's College London**

Keith Hoggart attended schools in India and the UK, has degrees from the UK (including a PhD from King's) and has held both a Commonwealth Scholarship in Canada and a Fulbright Fellowship in the USA. He is a Professor of Geography at King's. Following six years as Head of the King's Department of Geography, he was Head of the King's School of Social Science & Public Policy before his appointment as Vice-Principal in 2005. He is a member of both the Brazil and the India Advisory Groups of Universities UK, was a member of the Department of Business, Innovation & Skills' Best Practice Working Group on Outward Student International Mobility and a Project Advisory Group Member for the Council for Industry & Higher Education's 'Global Horizons' assessment of "The Quality of UK Higher Education", and is a member of the UK-USA Global Innovation Fund Working Group. The International remit at King's focuses on developing the College's global networks of research and collaboration. His International brief involves providing academic leadership on partnerships with key international institutions, student recruitment and exchanges and promoting the College's achievements to a global audience. Hoggart deputises for the Principal at international activities and attends alumni branch events throughout the world. He was elected a Fellow of King's College London in 2004 and is listed in the Directory of Experts.

### **Ivan Ilchev, Rector of Sofia University**

Ivan Ilchev is the current Rector of Sofia University, the oldest and biggest higher education institution in Bulgaria. He specialized in modern history of the Balkan peoples. He graduated in history from Sofia University. After his graduation, in 1978, he became Assistant Professor at the History Department of the Sofia University and Associate Professor in 1987. He was awarded the title of Professor of Modern History of the Balkan Peoples in 1995. Ivan Ilchev has lectured in Ohio State University in Columbus, Wilson Center in Washington D.C., the University of Chiba, Japan, the universities of Leipzig, Thessaloníki, Oxford, Chicago and many others. He was Dean of the History Department of Sofia University and member of the Academic Council from 2003 to 2007. He is also Corresponding Member of the Bulgarian Academy of Sciences.

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\* in alphabetical order



### **Tiit Land, Rector of Tallinn University**

Professor Tiit Land's term as the Rector of Tallinn University began on May 15, 2011. He started his academic career at the University of Tartu, Estonia by receiving MA in Chemistry and Bio-Organic Chemistry. In 1994 he received his PhD degree in Neurochemistry and Neurotoxicology from Stockholm University, Sweden. He was employed as a researcher at the National Institutes of Health (NIH), USA between 1994-1999. In 1999 he returned to Stockholm University where he worked as a researcher and lecturer. In 2006 he was elected professor in chemistry at Tallinn University, Estonia. Between 2008-2011 he worked as the Director of the Institute of Mathematics and Natural Sciences of Tallinn University. His research area is biochemistry and neurochemistry.

### **Peter Maassen, Professor of Higher Education Studies, University of Oslo**

Peter Maassen is Professor of Higher Education Studies and Researcher affiliated with the Department of Education at the University of Oslo, of which he is Deputy Director. He has lectured as Guest Professor at the University of Georgia, Athens (USA) and JF Oberlin University, Tokyo (Japan). He is equally Director of **Hedda** - Higher Education Development Association designed to strengthen the relationship between higher education research and practice. The association is a coordinating body aiming at organizing and supporting the academic expertise and knowledge on higher education in Europe. He was a member of an international panel of experts evaluating the Danish University Mergers (2009). Peter Maassen holds an M.A. in Urban Planning and Political Science from the University of Nijmegen, and a PhD in Public Policy from the University of Twente.

### **Luciano Saso, Deputy Rector for International Mobility at Sapienza University of Rome, Member of UNICA Steering Committee**

After obtaining his Master's Degree in Chemistry from Sapienza University of Rome, Luciano Saso undertook post-graduate training at the Population Council (Rockefeller University, New York) and received his PhD in Pharmaceutical Sciences from Sapienza University of Rome in 1992. Currently, he is Professor at the Faculty of Pharmacy and Medicine of the Sapienza University of Rome (Italy) and equally serves as the University's Deputy Rector for International Mobility and Erasmus Institutional Coordinator. Since January 2012, Luciano Saso is Member of the Steering Committee of UNICA. Within UNICA, he equally holds the function of Member of Advisory Committee and Deputy Chair of UNICA Bologna Lab Coordinators working group, which (since 2005) has been discussing European educational policies and exploring in-depth the trends and challenges in European higher education. He is also Member of the Organising Committee of the UNICA PhD MASTER CLASS Seminars.

### **Rok Primožič, Chairperson of the European Students' Union**

Rok Primožič is the Chairperson of the European Students' Union, which is the umbrella organisation of 47 national unions of students from 39 European countries. He has a Bachelor in Law from University in Ljubljana and is currently studying Educational Sciences at a Masters level in VUB Brussels. He has been a student representative for more than five years already, starting in Slovenia, where he served among others also as the acting president of Slovenian Student Union (ŠOS). He was a member of ESU's Executive Committee in 2011/12 and a Vice-Chairperson in 2012/13. His main areas of work are public responsibility and financing of Higher Education as well as mobility and internationalisation.

### **Lesley Wilson, Secretary General, European University Association**

Lesley Wilson joined the European University Association at its creation in 2001 and formally took over as Secretary General in 2002. Previous to this, she held a number of senior positions in higher education and research management at European level, in particular as Director of UNESCO's European Centre for Higher Education in Bucharest (UNESCO-CEPES) from 1995 to late 1999, Head of the newly established Science Policy Unit at the European Science Foundation in Strasbourg (1994/1995) and Director of the EC TEMPUS Office in Brussels from 1990 to 1994. A graduate of the University of Glasgow and the Institut des Hautes Études Européennes at the University of Strasbourg, she spent her early career as a scientific staff member of the German Science Council in Cologne before moving to Brussels in 1988 to join the newly established ERASMUS Bureau.



## Recommended reading and resources

### **1. Maassen P. in cooperation with Fumasoli T. and Gornitzka Å. System integration and Institutional autonomy. Enduring and emerging tensions in the governance of universities. Oslo: University of Oslo (abstract)**

*This presentation will focus on the change dynamics of the balance between system integration and institutional autonomy in the university sector. We are especially interested in the effects of recent university governance reforms. Changes in the institutional autonomy of the university are examined, in the sense that the paper discusses how 'institutional autonomy' is interpreted and used at the departmental level. The structural change perspectives underlying the governance reforms are discussed. In the public sector in general periods of greater leeway to sub-systemic units have followed periods of contraction and stronger centralization and vice versa. This enduring tension is also apparent in the university sector – a sector that has undergone major changes in coordination modes and systemic governance in the past decades. Governance reforms have been underpinned by an ideology contending that strategic actorhood of universities leads to "optimal" system diversity, whereby each university accommodates the needs of the various stakeholders – e.g. students and industry. However, in order to account for the robustness and resilience to change of universities an institutional approach is presented. This approach is of relevance for understanding why the university's primary processes haven't been affected by the far-reaching governance reforms as was expected and predicted.*

*The empirical basis of this paper is drawn from an ongoing study of universities in eight smaller west-European countries. At system level we have analyzed the reforms in higher education of the last ten years in order to explore their rationales and implications. At institution level we look at eleven "Flagship" universities and investigate how they react to and take advantage of institutional autonomy on the one hand; how they deal with the increasing strings of control from the government and public agencies on the other hand.*

*Analysis of laws and regulations as well as institutional reports and strategic plans is carried out. Interviews with policy makers, university leaders and senior professors are conducted to examine and triangulate the findings of the documentary analysis as well as to raise additional issues.*

### **1. European University Association. Reports and Studies**

On this website you will be able to find Reports and Studies prepared by the European University Association.

<http://www.eua.be/publications/eua-reports-and-studies.aspx>

We recommend:

- **University Autonomy in Europe II - The Scorecard** by Thomas Estermann, Terhi Nokkala & Monika Steinel (2011)

*The Autonomy Scorecard project provides a detailed and accurate picture of the current status of institutional autonomy in 26 different European countries. The project focuses on the legislative frameworks in which higher education institutions operate. It updates information from the 2009 study "University Autonomy in Europe I" (Estermann & Nokkala 2009) and includes new elements of autonomy. In addition, it examines some aspects of*

*institutional autonomy in more detail, such as the involvement of external members in governing bodies and quality assurance mechanisms.*

- **Financially Sustainable Universities II: European universities diversifying income streams (2011)**

*While calling for vital additional financial support from public authorities, who have a responsibility in the universities' long-term financial sustainability, universities also need to increase and diversify additional sources of funding. This process naturally involves the university leadership, the university community at large and the public funders – whether regional, national or European – that design the regulatory frameworks in which higher education institutions operate. In this context, the EUDIS project seeks to map the status of income diversification in European universities. This includes examining internal and external hurdles to the development of successful income diversification strategies and identifying best, transferable practices that improve the framework conditions for universities and their ability to act strategically in this area.*

- **Institutional Diversity in European Higher Education: Tensions and challenges for policy makers and institutional leaders** by Sybille Reichert (2009)

*This study, commissioned by EUA, compares institutional diversity in five higher education systems – in England, France, Norway, Slovakia and Switzerland – and seeks to understand, empirically, the complex interplay of factors (legal frameworks, funding incentives, QA procedures, etc.) that drive diversification or convergence, at both the system and the institutional level. In addition, one of the main values of this study, as compared to the existing literature on the subject, lies in its examination of the attitudes held and norms followed by a wide range of actors (policymakers, institutional leaders, academics, external stakeholders, etc.) regarding the issue of diversity.*

- **Financially Sustainable Universities: Towards Full Costing In European Universities (2008)**

*The objectives of this study are to provide information and empirical data for the debate on financial sustainability from an institutional perspective, analyse the status quo of the development of full costing and the relationship between autonomy and accountability and financial sustainability. The report addresses several parties and includes policy recommendations as well as practical advice for universities. The recommendations to universities, national governments, and European institutions are listed at the end of this executive summary.*

## **2. Eurydice (2008) Higher Education Governance in Europe: Policies, structures, funding and academic staff**

*The role of higher education in the society of knowledge is recognised both at European and Member State levels. This level of education is called upon to make a significant contribution to achieving the Lisbon objectives in terms of growth, prosperity and social cohesion. The European Union 'Education and Training 2010' work programme clearly emphasises the importance of modernising higher education institutions and of the reforms encouraged by the Bologna process, with a view to establishing a European Higher Education Area.*

*To meet these expectations, higher education has to respond to some major challenges: it must achieve a level of quality that stands the test of international comparison, improve governance and accountability, increase its funding and diversify its sources of funding. These major aims presuppose changes in higher education that have to be among the top priorities on the policy agenda and in the national strategies of European countries.*

*The study highlights the process of modernisation at work in higher education in Europe and analyses in particular the structures of governance, the methods used to fund higher education institutions and their responsibilities vis-à-vis academic staff. It also draws attention to the wide variety of models of governance, for example as regards private fund-raising, or decision-making bodies inside institutions. It further emphasises that important national debates are under way concerning the strategic policies of higher education, which involve a wide range of stakeholders. The study thus enhances our knowledge of the processes of governance in higher education and is original in terms of its geographical coverage, through surveying 30 European countries in the Eurydice Network.*

[http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/091EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/091EN.pdf)

### **3. Eurydice (2011) Modernisation of Higher Education in Europe: Funding and the Social Dimension**

*This Eurydice study provides evidence and adds weight to the key messages of the modernization agenda for higher education in Europe. We currently fail to make the most of the talent available, and unless we change path, we will fall behind in a competitive and interconnected world. The social dimension of higher education therefore demands urgent attention. This implies widening access to higher education to as many citizens as possible, and it is vital that this policy objective is at the heart of educational systems. It is also vital that measures are implemented now to transform our reality, and that we are able to monitor effectively the impact of our actions. Indeed, this is what we understand by evidence-based policy-making.*

[http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/131EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/131EN.pdf)

### **4. Nybom, T. (2009) University autonomy: a matter of political rhetoric? Örebro: Örebro University**

*Although in recent years, and particularly in the last two decades, there has been marked interest all over Europe in increasing the institutional autonomy of the institutions of higher learning, privatization has never been a real option and will not be, in my view, for many years to come. But strange as it may seem, these 'calls for freedom' have been equally frequent in political, bureaucratic and certain academic circles. The discussions have ranged from rather nebulous proposals to initiate some kind of 'privatization' process to the more humble propositions of the needs to renegotiate the 200 year old Berlin Contract between the nation state and its higher education institutions. It is, nevertheless, a fact that European universities are gradually being decoupled from the state. The question remains whether this process should be called de-regulation, or if we are rather witnessing a process of re-regulation.*

<http://www.portlandpress.com/pp/books/online/univmark/084/0133/0840133.pdf>

### **5. Felt, U. University Autonomy in Europe: Changing Paradigms in Higher Education Policy. Vienna: University of Vienna.**

*The central question to be discussed in this paper is that of university autonomy. Are we really witnessing an increase in institutional university autonomy, as often claimed in policy documents? If so, on what levels do these new spaces of self-determination exist? Why is it so central for higher education to increase its autonomy and finally, what should universities do to make use of this freedom in a responsible way?*

*The issue is addressed from two different perspectives. First section conceptualises the dynamics of current changes. The aim is to gain a better understanding of the way autonomous spaces are created and occupied within the universities, but also to work out how far seemingly autonomous spaces are invaded and controlled by societal forces. The close link between the autonomy of the university and the debate about freedom of research and teaching is also addressed. This should lead us to see that the question of university autonomy cannot be answered simply by reading the preambles of the various new legal frameworks or by interpreting legal formulations. While some changes lead to an increased degree of freedom in decision making and shaping the environment of higher education, these changes can also cause a regression in freedom of movement at other levels. Thus it is essential not only to assess the formal level of autonomy, but also to pay more attention to the informal mechanisms that are at work and to those areas that are less clearly regulated. The second section is devoted to the discussion of concrete examples. In the model developed in the first section we identify areas within the universities, which seem important in terms of the degree of autonomy.*

[http://sciencestudies.univie.ac.at/fileadmin/user\\_upload/dep\\_sciencestudies/pdf\\_files/pdfs\\_abgeschlossene\\_p\\_ rojekte/University\\_Autonomy\\_I.pdf](http://sciencestudies.univie.ac.at/fileadmin/user_upload/dep_sciencestudies/pdf_files/pdfs_abgeschlossene_p_ rojekte/University_Autonomy_I.pdf)

## **7. Center for Organizational Development and Leadership. Strategic Planning in Higher Education: A Guide for Leaders. New Brunswick: Rutgers, The State University of New Jersey**

*The Strategic Planning in Higher Education program and guide offer a comprehensive approach for creating, organizing, and implementing a strategic plan. The program provides step-by-step advice, case studies, and exercises for producing a successful plan, whether for an institutional initiative or a departmental review. The guide is designed specifically for leaders who are cognizant of the formidable challenges of strategic planning in an environment with myriad communication and organizational complexities.*

<http://www.lhup.edu/planning-and-assessment/planning/spcresources/guideforleaders.pdf>

## **8. Christensen, T. (2010) University governance reforms: potential problems of more autonomy? Higher Education. 62, p. 503-517**

*University governance reforms are very much a reflection of the broader New Public Management reforms that are focusing on increasing efficiency in public organizations. The article deals with how university reform ideas of a generic nature, emphasizing that universities should be treated and reformed like any other public organizations, are important and reflected in specific reform measures. The special empirical focus is on that universities through reforms are changing their formal affiliation to superior ministries in a more autonomous direction, implicating more autonomy in financial, management and decision-making matters. On the other hand, universities are also through reforms more exposed to more report, scrutiny and control systems, financial incentive systems, pressure to get resources from other sources than the government, cut-back management, etc. So a main question in the analysis is whether universities, as traditionally having quite a lot of real autonomy, through the reforms in fact are getting less autonomy, not more, like the reforms entrepreneurs often are promising. The analysis is based on a transformational approach from organization theory, representing a combination of structural, cultural and environmental factors of explanation for reforms processes and their effects. The article is based on the author's own empirical studies of university reform and reviews of comparative studies.*

**9. Jongbloed, B. (2008) Funding higher education: a view from Europe. Paper prepared for the seminar Funding Higher Education: A Comparative Overview. Brasilia, 13 October 2008.**

*The paper looks at funding from the perspective of governance and steering: funding as one of the instruments to affect the behaviour of organizations and individuals and to try and make that behaviour work towards improving access, efficiency and quality in higher education. It also presents some of the key questions related to the funding of higher education. Some of the key questions are addressed: how much funding? In particular: how much public resources are made available and how much derives from private funding such as tuition fees? Some information for a set of OECD countries is also presented. Further on, paper includes a classification of funding methodologies and looks at how funds are made available to the providers of higher education. The issues of marketisation and performance-based funding are discussed.*

*Having set the stage, the author continues with a presentation of a great number of facts about higher education funding systems across Europe, as well as some trends. The relative sizes of the various public and private funding streams are presented for a set of European higher education systems. The funding environment and revenue composition of the European university has changed substantially over the recent decades and this has had an effect on the strategy of the universities. Attention is also turned to some of the impacts of the changing funding environment on university strategies.*

*Finally, the paper returns to the debate on university reform that is currently going on in Europe. As indicated already, the European Commission plays a large role in the reform debate. Author draws conclusions that are based on our observations of the trends in funding streams and funding methods.*

[http://www.utwente.nl/mb/cheps/summer\\_school/Literature/Brazil%20funding%20vs2.pdf](http://www.utwente.nl/mb/cheps/summer_school/Literature/Brazil%20funding%20vs2.pdf)

**10. Munck, R. and G. McConnell (2009) University Strategic Planning and the Foresight/Futures Approach: An Irish Case Study. Planning for Higher Education. 38 (1), p. 31-40**

*There are many forces shaping university future today. We certainly cannot assume that the next five-year strategic period will be in any way similar to the last. Business as usual is simply not an option despite whatever conservative institutional impulses might wish to pull us in that direction. Managing higher education in an atmosphere of austerity will be the challenge for some time to come. As Shattock (2008) argues, in this scenario it is those institutions that are able to preserve institutional cohesion and to hold on to institutional values that will come out of the recession in better shape. We are now clearly moving into a post-public era of higher education funding. With operating uncertainties increasing both structurally and specifically, there may well be a greater differentiation of mission among universities. All these uncertainties create the need for clear strategic planning, vision, and foresight.*

<http://www4.dcu.ie/community/gs9-1.pdf>

## Criteria for engagements outside the European area

*draft document prepared by Jean-Pierre DE GREVE (Vrije Universiteit Brussel), Member of the UNICA Steering Committee*

### Preamble

UNICA is a coherent European network, with members that are internationally active. Apart from internal developments, we are confronted with a new phenomenon. We observe an overall tendency of networks across continents to broaden their scope in working more intensely with each other, a tendency that is also reflected in the Erasmus Plus objectives and clearly articulated in the recently published European Commission policy document '[European Higher Education in the World](#)'. In many cases such collaborations offer opportunities for the UNICA members or contribute to strengthening UNICA's internal activities. Quite often they offer windows to future projects. The Steering Committee sees the necessity to supplement UNICA's present undertakings, within its overall mission and goals, in order to respond to the evolving need of our members. In this, UNICA acts as facilitator. It is members that decide on effective projects within a general memorandum of understanding. However, to ensure that collaborative agreements are coherent with the mission and goals of UNICA, criteria for engagements outside Europe are needed.

### The basic framework

Universities remain the main drivers and the principal beneficiaries of such collaboration agreements. The Memorandums of Understanding (MoUs) must be supplementary to the policies and strategies of UNICA member universities and aiming to support them.

An evaluation by the Steering Committee will be carried out before an eventual approval of an MoU. For this, the criteria in addendum will be used. At the General Assembly, the Steering Committee provides information on the agreements, as well as an evaluation of their working. The General Assembly decides on further prolongation.

The supplementary international collaboration should always be based on three pillars:

1. Quality
2. Visibility and reputation
3. Funding opportunities

UNICA should rely on the expertise already acquired by its members, and present within our Network. Sustainability should be the energy of each undertaken initiative.

## Annex 1: Criteria for engagements of UNICA outside the European area

### 1. General questions:

- *Can being active beyond the EHEA boost the cooperation among UNICA members? What is the added value for UNICA universities?*

1. Critical mass
2. Geographical spread within UNICA
3. Additional tool for internationalisation (social capital and know-how)

Initiatives on a global level will build up the already created social fabric. Being active beyond Europe entails new challenges, in which members can help each other.

- *Are we topic-driven or region-driven?*

The initiatives should be both topic and region driven. A region-driven initiative needs to have a topic and a topic can fit the needs of a particular region.

- *How to develop UNICA Steering Committee strategy on internationalisation? Do we need a focus?*

Internationalisation should be based on 3 pillars:

4. Quality
5. Visibility and reputation
6. Funding opportunities

After an ad-hoc event, an evaluation needs to be made in order to explore possibilities for continuation.

### 2. Policy criteria for the selection of "global" initiatives: tick-off framework

- ☐ Is the region of focus of the WGs/members?  
YES/NO
  - ☐ Is it a priority of a member University or more members?  
YES/NO
  - ☐ Does it correspond to the needs of: individual members, WGs, stakeholders?  
YES/NO
  - ☐ Is the initiative a priority/goal of a given UNICA Working Group?  
YES/NO
  - ☐ Does it favour the cooperation between the UNICA members? In what way?  
YES/NO
  - ☐ Does it give visibility and raise the academic status of the Network and its members?  
YES/NO
  - ☐ Can the initiative be undertaken in the framework of funding schemes offered by European and international organizations?  
YES/NO
  - ☐ Does the initiative have a multiplier/spin-off effect?  
YES/NO
- Other criteria to take into account:
- ☐ Time perspective of the initiative (long-term, short-term, mid-term?)
  - ☐ Ethical issues (e.g. disagreements with political regimes, human rights)
  - ☐ Feasibility



## About UNICA



### UNICA: Network of Universities from the Capitals of Europe

founded in 1990  
44 universities  
33 countries  
1.800,000 students  
150,000 staff

**[www.unica-network.eu](http://www.unica-network.eu)**

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## Organising Committee

1. Ivan ILCHEV, Rector, Sofia University St. Kliment Ohridski
2. Stavros A. ZENIOS, UNICA President
3. Luciano SASO, Deputy Rector for International Mobility, Member of the UNICA Steering Committee
4. Kris DEJONCKHEERE, UNICA Secretary General
5. Tatyana TSANEVA, Head of International Relations, Sofia University St. Kliment Ohridski