

# **Responsiveness, Quality, Efficiency, and the New Governance of Universities in Italy. The “Pilot Statute” of Genoa University**

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***"Promoting the modernization and strengthening of institutional and financial autonomy in Southern Neighbouring Area higher education institutions"***

*Comparative analysis of financial management practices, Genova, 12-15 April 2011*

## **Responsiveness, Quality, Efficiency and the new Governance of Universities in Italy. The Pilot Statute of the University of Genova**

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# University today....

Universities are challenged by their rapidly changing environment, in particular:

- democratic culture (participation into decision making process, quality evaluation, transparency)
- academic aspirations
- market forces


University as:

- a representative democracy
- an instrument of national political agendas
- a self-governing community of scholars
- a service enterprise embedded in competitive markets







# PART I



Universities are challenged by  
their rapidly changing  
environment  
(internal vs. external)





# Universities are unique institutions

## **MISSIONS**

Teaching, research and service to the community

## **STAKEHOLDERS BENEFICIARIES**

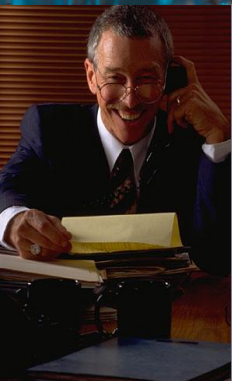
Students, academic and administrative staff, business, sponsors, governments, local authorities and citizen

## **DECISION PROCESS**

- Decentralization, redundancies
- Lack of experience in management
- Individualistic academics

## **"LOVE AND HATE" RELATIONS WITH GOVERNMENT**

Funding vs. strong regulation, lack of autonomy



# University and institutional collisions

## University as :

### **INSTITUTION**

Enduring collection of constitutive rules

### **INSTRUMENT**

Organizational tool; calculation of costs and benefits

### **ECONOMIC ENTERPRISE**

Competitive market

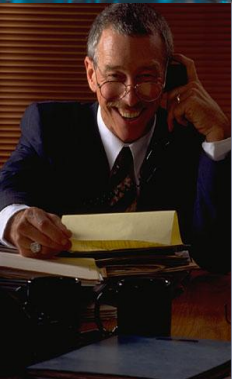
### **TOOL FOR ACHIEVING GOVERNMENT PURPOSES**

Effectiveness and efficiency





# Factors of change (in general)



- ✓ Globalization and emergence of gigantic economic powers
- ✓ Exponential growth of knowledge; scientific and technological progress
- ✓ Move into a post-industrial knowledge-based society
- ✓ Overstretched public finance

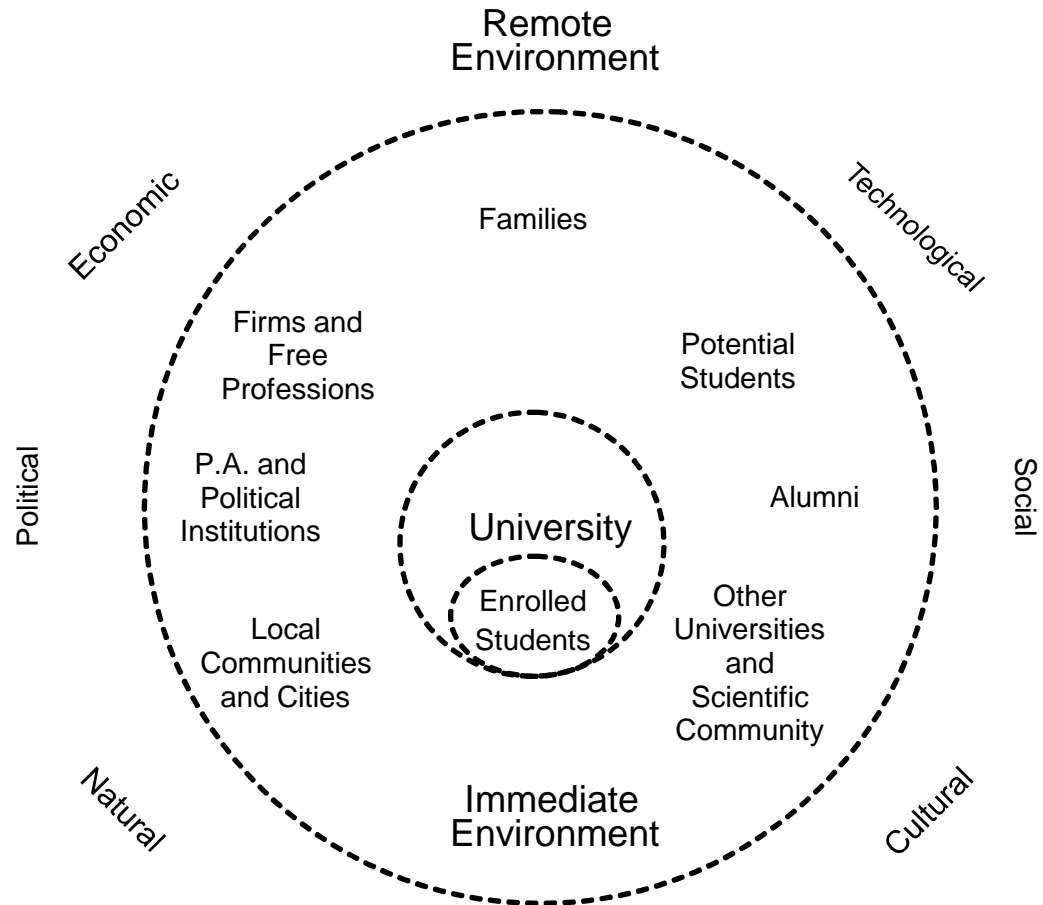
# Factors of change

(more specific to HE and research)

- ✓ Knowledge has become a factor of survival for “old” countries
- ✓ Bologna process, Lisbona Agenda, ECTS system, Erasmus etc.
- ✓ Still increasing participation rate of traditional students
- ✓ Increasing diversity of demands on HE institutions
- ✓ Necessity to develop life long learning
- ✓ Increasing cost of research and teaching



## UNIVERSITY ENVIRONMENT



# The environment

- ✓ INTERNAL *vs.* EXTERNAL
- ✓ QUIET *vs.* TURBOLENT
- ✓ IMMEDIATE *vs.* REMOTE
- ✓ PREDICTABLE *vs.* UNPREDICTABLE
- ✓ HOMOGENEOUS *vs.* FRAGMENTED
- ✓ AS A THREAT *vs.* AS AN OPPORTUNITY



# University and institutional collisions

## University should be:

### **RESPONSIVE**

To adapt to the changing environment

### **RESPONSIBLE**

To transmit the cultural heritage  
To create new knowledge. To analyse  
social problems independently

### **AUTONOMOUS**

To collect resources and to use them  
in managing curriculum development

### **PROACTIVE AND ACCOUNTABLE**

To understand the environment  
To make SWOT analysis  
To set up the mission  
To fix clear strategies

# Consequences

- ✓ Increasingly fast pace of change
- ✓ Increasing competition for students, research grants or contracts and financial resources
- ✓ Increasing necessity to cooperate to reach critical mass and optimal scale

# The traditional process of change is no longer adequate

- ✓ Globalization needs “strong universities”
- ✓ The challenge of becoming strong institutions and the quest for a very large autonomy implies that universities deserve the hopes and trust put in them
- ✓ This means that they should be
  - accountable
  - well governed, led and managed

# Are universities changing fast enough to adapt or better to lead change?

- ✓ Indeed, universities do adapt
  - thanks to the capacity for flexibility fits academic staff
  - when new staff are appointed
- ✓ However, this does not guarantee that they adapt as fast as they could and should



# Why they do not adapt as fast as they could and should?

- ✓ Structure of decision making system
- ✓ Multiplication of competencies
- ✓ Complex organizational structure
- ✓ The main actors often slow down the process of change

# In order to have strong universities

- ✓ The State should give a higher priority to HE and research
- ✓ Universities should re-engineer themselves to become more efficient in fulfilling their missions:
  - making sure they can make strategic decisions and implementing them
  - paying more attention to quality
  - promoting and facilitating interdisciplinary approaches and partnerships with other institutions and business
  - better assuming their long term responsibility towards society



## PART II



Some implication for governance,  
structure and management



# Improving governance

- ✓ These changes have consequences for governance and leadership:
  - the roles and responsibilities (rights and duties) of stakeholders (academic staff, service and support staff, students, public authorities, business community, sponsors) and consultation and decision bodies
  - nomination and designation of presidents, vice-presidents, deans, heads of department etc.