



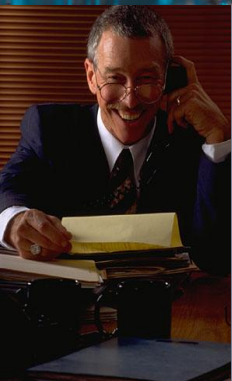
***Tempus IV 511109
Promoting the Modernization and
Strengthening of Institutional and
Financial Autonomy in Southern
Neighbouring Area HEIs***



The “Pilot Statute” of Genoa University

Genoa, April 2011

Prof. Andrea Mignone
University of Genoa





UNAM project 511108-T-EMPLUS-1-2010-ES-JPG R

"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

Prof. Andrea Migrona

The Present Situation

11 Faculties, 42 Scientific Departments, 10
Administrative Departments

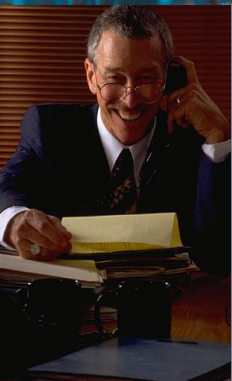
138 degree courses, 52 master or second
level degrees, 14 PhD schools;

40.000 students (7%, foreigners), 7000
degrees annually granted;

1384 professors and researchers, 1398
administrative employees, 4 top
managers, 1 general manager

14 libraries, 3 decentralized centres

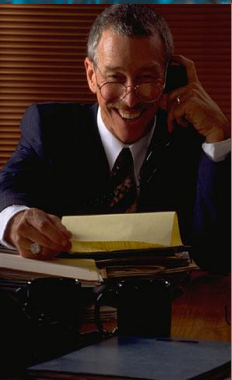
Genoa is well-placed in the ranking of
Italian Universities (8°)



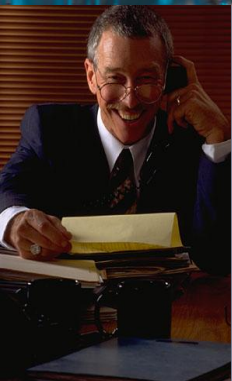
◆ The Reform

Governance as a new institutional model,
with reference to:

1. The complex of decision making functions;
2. The composition of governing bodies;
3. The reduction of academic auto-representation



- ◆ Reform is oriented to:
 - a. True autonomy of University
 - b. Transparency and efficiency
 - c. Responsibility (financial and organizational)
 - d. Responsiveness
 - e. Competitiveness
 - f. Quality
 - g. Evaluation



- ◆ Reform is based on the following principles:
1. Autonomy and self-government
 2. Responsibility
 3. Quality in research and academic activities
 4. Stronger relationship University/Environment (society, institutions, stakeholders, etc.)
 5. Stronger quality with a transparent system of selective incentives (positive or negative)



Main Objectives Reform Genoa University Statute



1. A “light” and dynamic government, in order to create a competitive university with reference to quality and efficiency;
2. Managerial, effective and transparent procedures;
3. AcB (Senate) and AdB (CdA) with separate tasks and functions; different constituencies;
4. The reduction of intermediate layers;
5. To improve the use of evaluation system and quality assurance



The “architecture”

Level 1

Rector, Governing Bodies
General Manager, Evaluation
Board, Court of Advisors, Joint
Commission students-
professors, University Council,
etc.

Level 2

Schools (5/6?) Courses an degrees,
masters and second level studies

Level 3

25/30 Scientific Departments
Laboratories and Research
Centres



The Rector

Full professor, elected by professors and representatives of administrative employees and students

The appointment will last six years; it is impossible to re-elect immediately

He manages the general policy of university; he is the chairman of AcB and AdB

He directs and coordinates scientific and didactic activities

The Academic Board

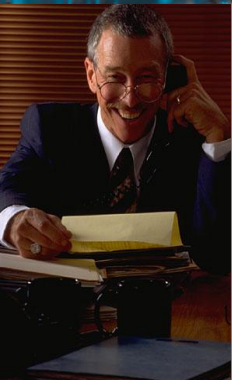
"The Senate"

- ✓ Composition (no more 35 members):
 - Rector
 - 2/3 professors (at least 1/3 Directors of departments)
 - 2 representatives of administrative employees, elected (?)
 - 4 students, elected
- ✓ They remain in office 3 years (students: 2 years)

"The Senate"

FUNCTIONS

- ✓ To elaborate the strategic plan of University
- ✓ To define the objectives in didactic and research fields
- ✓ To work out evaluation standards of schools
- ✓ To deliberate on courses of study
- ✓ To express advice on budget



The Administrative Board

- ✓ Composition:
 - Rector
 - 2 professors (1 representative of scientific area; 1 representative of "humanistic" area)
 - 1 representative of administrative employees
 - 2 students (elected)
 - 3 external experts
- ✓ They remain in office: 3 years (professors and employees) or 2 years (students) or 4 years (external experts)

The Administrative Board



FUNCTIONS

- To determine the general objectives of University
- To define the annual programme of activities
- To approve the budget
- To appoint the General Manager
- To allocate human and financial resources to central administration, schools, departments, etc.
-

The Administrative Board

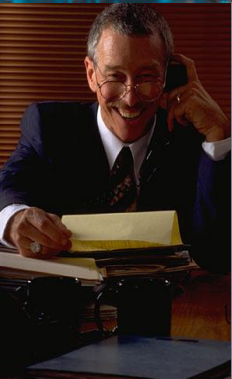
-
- To approve the recruitment of professors requested by Departments
- To open courses proposed by schools
- To define students fees



The flow of financial resources

Top-down and bottom-up

1. There is a proposal of allocation of financial resources by AdB to Schools (with AcB advice)
2. Departments send claims to schools
3. Schools make proposals to AdB
4. Adb allocate resources to Schools
5. AdB allocate resources to Departments



**The same flow is used to assign
academic and
administrative staff to
Departments and Schools**

The Budget

Revenues (Mil Euros):

Public (State) funds: 185 (Italy, 6,8 MD)

Students fees: 42

Ministries (HE): 18

Research: 17

International: 0,8

Building financing: 4,6

Refunds by NHS: 16

Other: 30

TOTAL: 314 (approximately)

The Budget

Expenditures (Mil euros):

Training and retraining: 31,7

Research: 21,3

International: 2,1

Staff: 189,4

Other costs of staff: 27,1

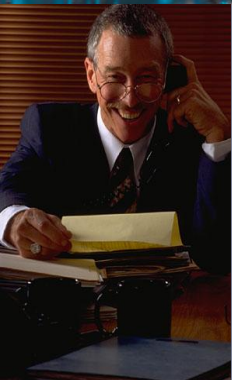
Building (maintenance
charges): 14,9

Other: 27,3

TOTAL: 314 (approximately)

Concluding Remarks


- ✓ Rector is elected, differently from many European Universities
- ✓ AdB is very powerful; 3 members are external to University (in European Universities are more numerous)
- ✓ AcB has smaller decision making powers, but more than in European Universities
- ✓ Is established a Rector's Council to cooperate in defining strategies (as in European Universities: Warwick, Leichester, Strasbourg, Monaco)



The organizational structure

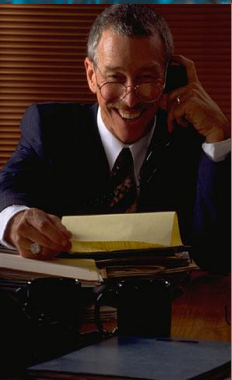
- ✓ There are basically two models, with many variations:
 - hierarchical (faculties and departments, with sometimes a structure in-between and-or centres)
 - matrix (separation of responsibilities between teaching and research)
- ✓ Today, we can observe two (light) tendencies:
 - suppression of one layer (flatter organization)
 - separation between teaching and research missions (creation of research centres or matrix system)

Organizational structure and repartition of decision competences

- 
- ✓ Obviously, the main responsibilities of departments are teaching and research. Besides that, they have often responsibilities, among others:
 - to be well administrated
 - to ensure that they have the human resources required by their programs and research
 - to make sure the library collections are in line with their activities
 - to facilitate the participation of their academic staff and advanced students to conferences, special courses...

By way of conclusion

- ✓ I tried to convey two messages:
 - the traditional decentralized process of change does not allow universities to adapt rapidly enough to their past changing environment.
 - in order to better position themselves in the highly competitive environment, universities have to improve their governance and management to be able to make strategic decisions and act accordingly as well as their organizational structure to be more efficient



Are we sure to know the kind of University and the kind of society in which there will be in the next five years?



The Reform of University

DOES NOT MEAN:

- ✓ OSSIFICATION
- ✓ TOP-DOWN PLANNING
- ✓ HOPE IN EXTERNAL HELPS
- ✓ SCIENTIFIC ARROGANCE
- ✓ DIRIGISM
- ✓ REIFICATION OF A TOOL
- ✓ PREDICTABILITY OF CHANGES

The Reform of University

MUST BE:

- ✓ FLEXIBLE
- ✓ CHANGING IN A CHANGING ENVIRONMENT
- ✓ ADAPTIVE AND INCREMENTAL
- ✓ PART OF A NEW MODEL IN UNIVERSITY GOVERNANCE
- ✓ BASED ON
 - ✓ - HUMAN RESOURCES
 - ✓ - SHARED KNOWLEDGE
 - ✓ - INTENSIVE COMMUNICATION
 - ✓ - ACCOUNTABILITY
 - ✓ - TRANSPARENCY

