

# Comments on White Paper, OECD, CKR, RVS

(The view of a university executive)

Rudolf Hanka



# Comments on White Paper, OECD, CKR, RVS

(The view of an engaged academic)

Rudolf Hanka



# *Basic tenets of a university*



- ***Autonomous, self-governing institution***
  - Governed by Statutes and internal regulations
  - Institution administered by central, highly competent and generally helpful university bodies
  - Leading figures selected by public and widely advertised tenders
  - Relatively small delegation of powers to departments and faculties, these consequently need only small administrative sections.

# *Basic tenets of a university*

- *Autonomous, self-governing institution*
- *Morally and intellectually independent of political and governmental interference*
  - Real independence could Cambridge University exercised only until 1950
  - From 1950 the government started openly contributing to our budget and demanded bigger role in our decision making
  - *'Who pays the band, calls the tune'*
  - Gradual reversal of this trend since we started charging full tuition fees to overseas students and later reduced tuition fees to home and EU students.

# ***Basic tenets of a university***

- ***Autonomous, self-governing institution***
- ***Morally and intellectually independent of political and governmental interference***
- ***Freedom of teaching and research are fundamental principles of university life***
  - In Cambridge we have ourselves decided to expand our co-operation with industry/business without neglecting basic research
  - We have also decided to reform the internal government
  - About half of our professors and their research teams are funded by external sources
  - Since 2000 we have built 20 new buildings for our departments and our scholars received 9 Nobel Prizes.

# ***Basic tenets of a university***

- ***Autonomous, self-governing institution***
- ***Morally and intellectually independent of political and governmental interference***
- ***Freedom of teaching and research are fundamental principles of university life***
- ***The mission of a university is 'education, learning and research'***

*I promise to devote myself to the advancement of the University as a place of education, learning and research.*

# White Paper on Tertiary Education

- Some confusion possibly caused by too many versions of the White paper
  - ‘Initial assumptions’ – 2007
  - Version for internal discussion Feb 2008
  - Version for public discussion May 2008
  - Version for the Government January 2009

***‘Between the idea and the reality  
falls the shadow of uncertainty’***

Alfred Lord Tennyson, Poet Laureate

# What needs to be tackled

- **Autonomy & self-governance**
  - Steering/strategic body
  - Boards of Trustees, Academic Senates, Scientific Boards
  - Rectors, Professors
- **Differentiation/Diversification**
  - Research universities
  - Mature students
- **Funding**
  - Allocation of funds
  - Increase in state funding, private resources
- **Student loans, Tuition Fees.**



# Autonomy & self-governance



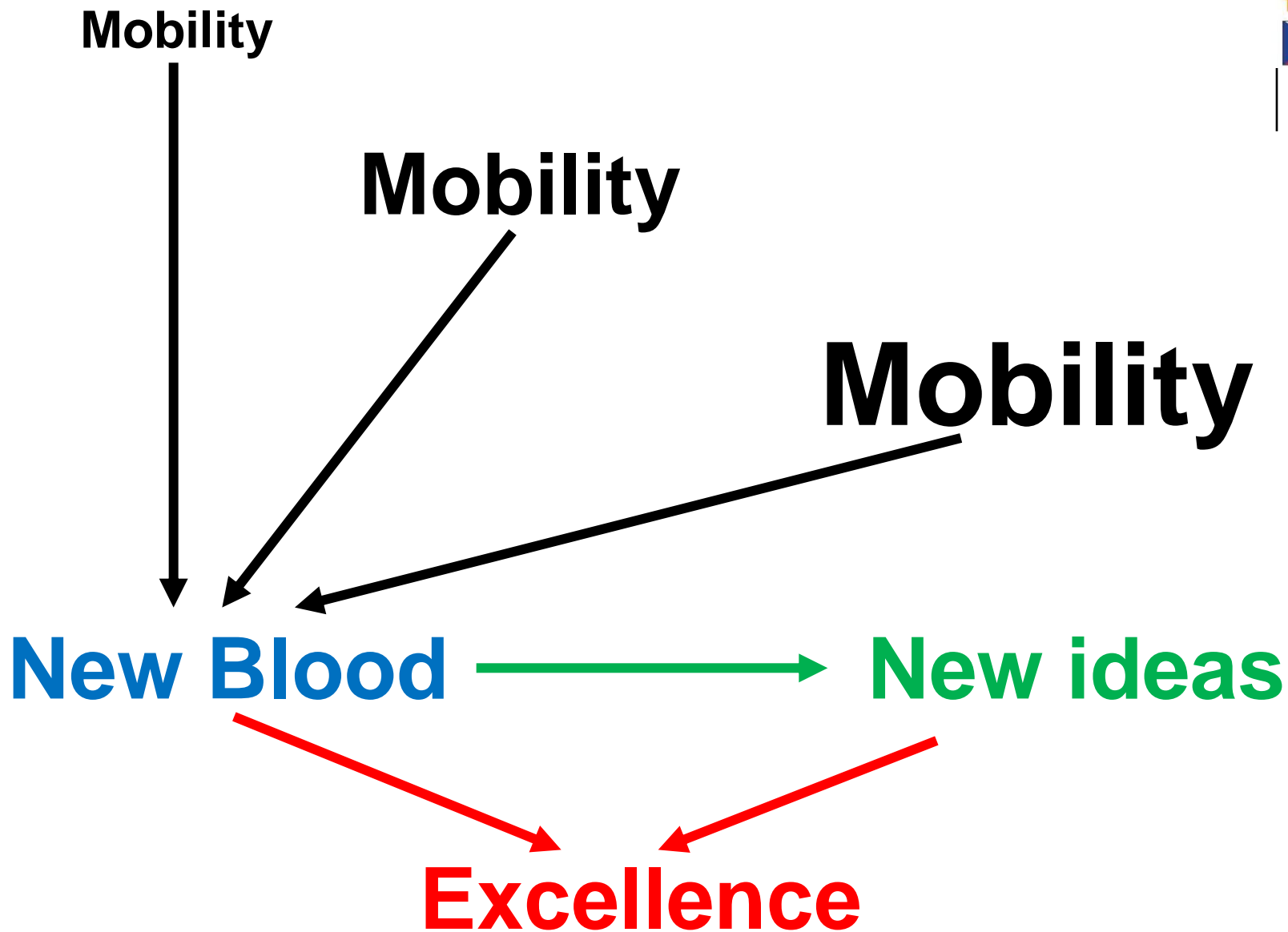
- Fundamental problem of Czech HEIs
- Years of communist isolation have made their mark
  - Limited foreign contacts and travel abroad
  - Out of necessity mostly introspect view of HE and HEIs
  - On top of it all, impositions of ‘trusted’ people by the Com. Party
- Now
  - Tendency to think that insiders ‘know best’ continues
  - Resistance against ‘outside impositions’ still ingrained in the system
- BUT, the world outside hasn’t stood still and the Czech HEIs are now grossly out of step with the rest.

# Autonomy & self-governance

- Centralisation of important decisions at the Ministry combined with a quasi-autonomy at HEIs level
- Continuing view of HEIs as semi-budgetary (contributory) institutions
- Non-motivating funding
- Dual representation of HEIs (CRC a CHEIs)
- Confused roles of Academic Senates and Scientific Boards
- Strategic leadership and financial management of HEIs.

# Autonomy & self-governance

- Composition of Academic Senates
- Handicap for Rectors to lead effectively as they are elected by Academic Senates
- Extensive institutional and faculty autonomy that can be in conflict with the aims of own HEI as a whole
- High levels of faculty autonomy result in a structural tendency to limit central university resources in favour of maximising faculty income
- Almost complete lack of mobility.



# Is there one excellent Czech HEI ?

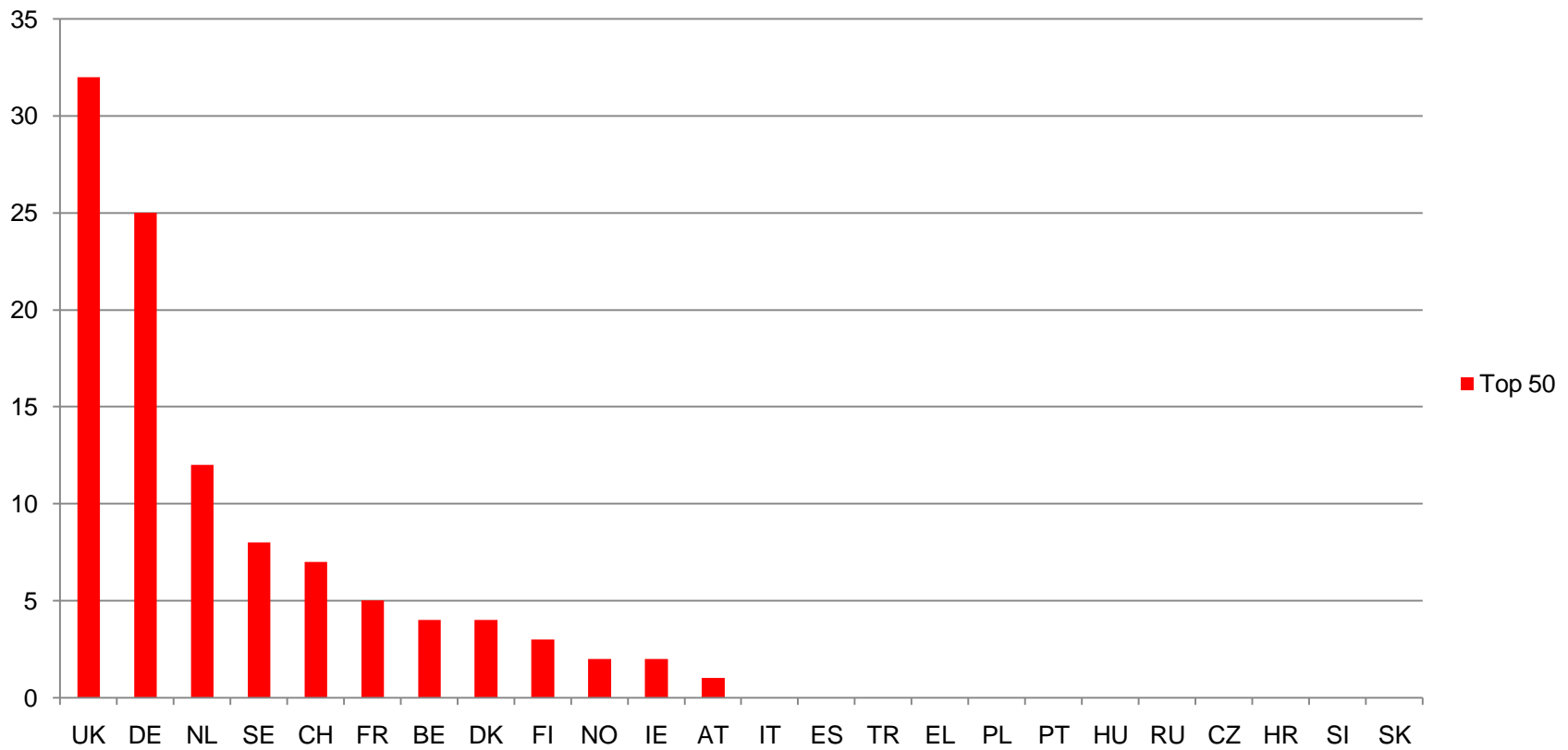


- Excellent = amongst the top 50,100,200 universities in the world (or at least Europe)

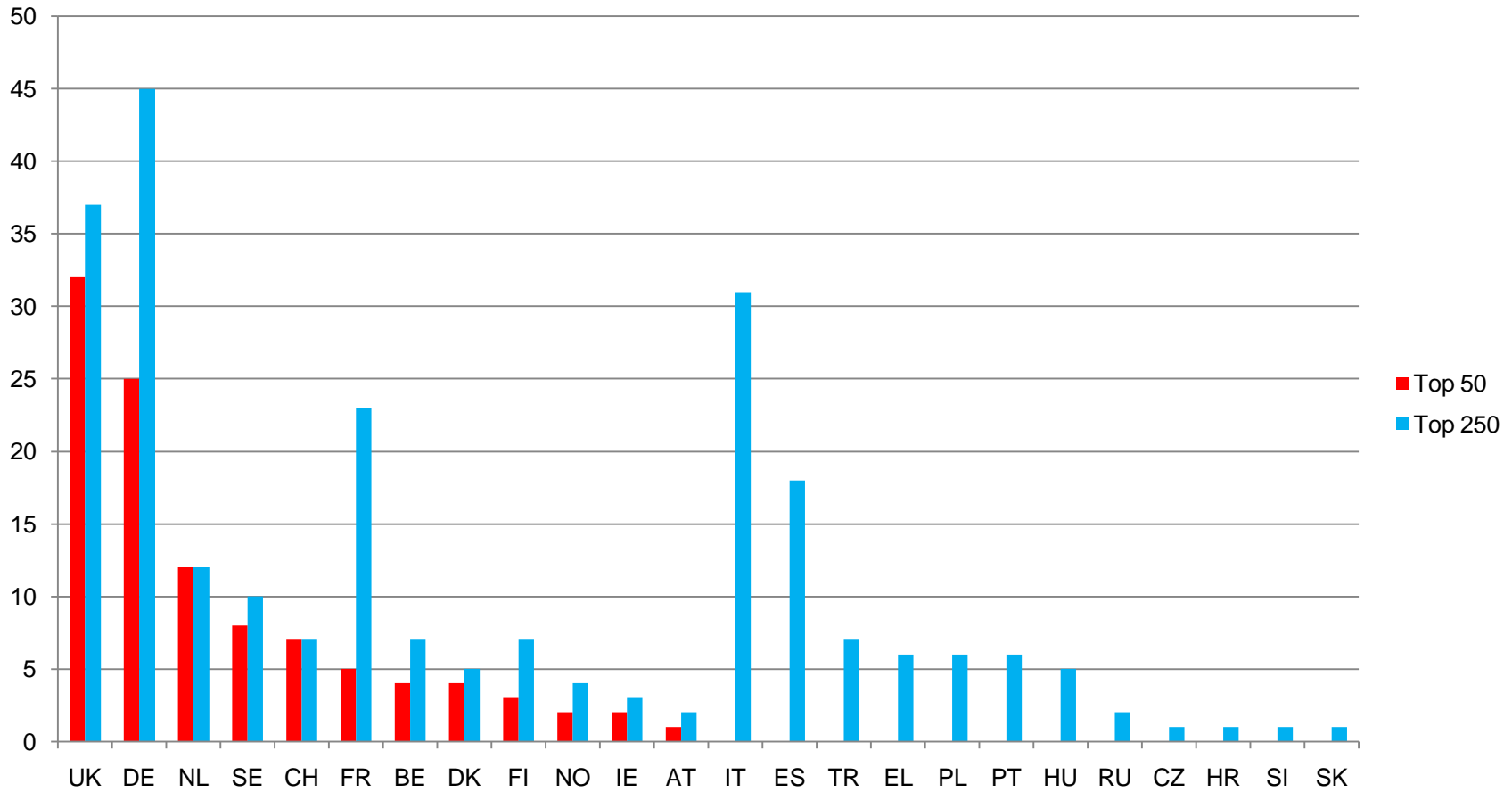
# Top 50 universities in Europe



## Top 50



# Top 250/50 universities in Europe



# Is there one excellent Czech HEI ?

- Excellent = amongst the top 50,100,200 universities in the world (or at least Europe)

# NO

**Isn't this sufficient evidence to justify doing something about it?**



# Is there one excellent Czech HEI ?

- Excellent = amongst the top 50,100,200 universities in the world (or at least Europe)

# NO

**Isn't this sufficient evidence to justify **doing** something about it?**

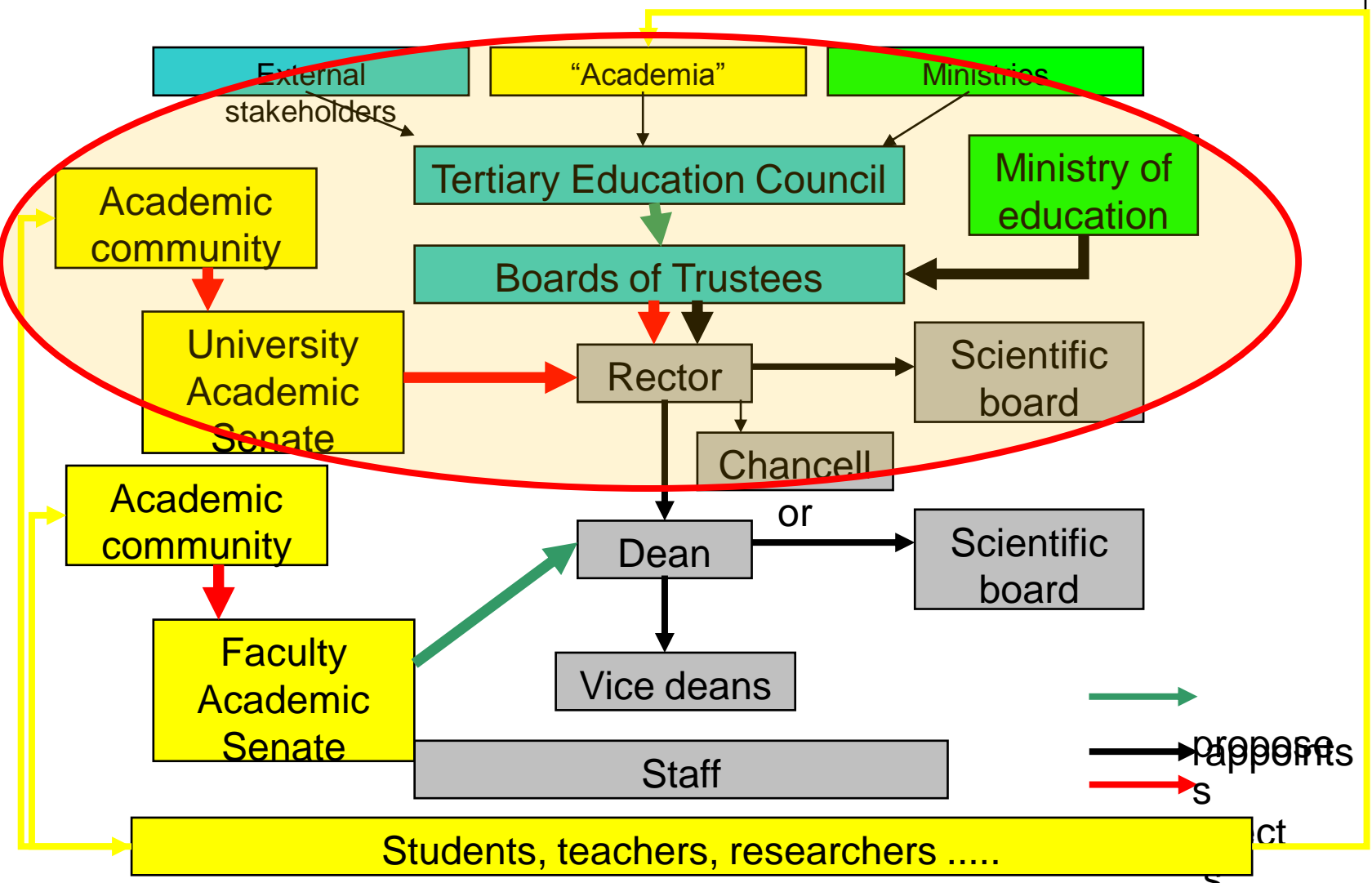
# Time for action is now

- Cambridge moved into top rankings only relatively recently
- We changed our internal governance to be more effective and also more relevant to the society
- We are different now (15-20 years later)
- No loss of academic freedoms
- Unity of academics is difficult to achieve
- Need for compromise and consensus.

# Academic Senates

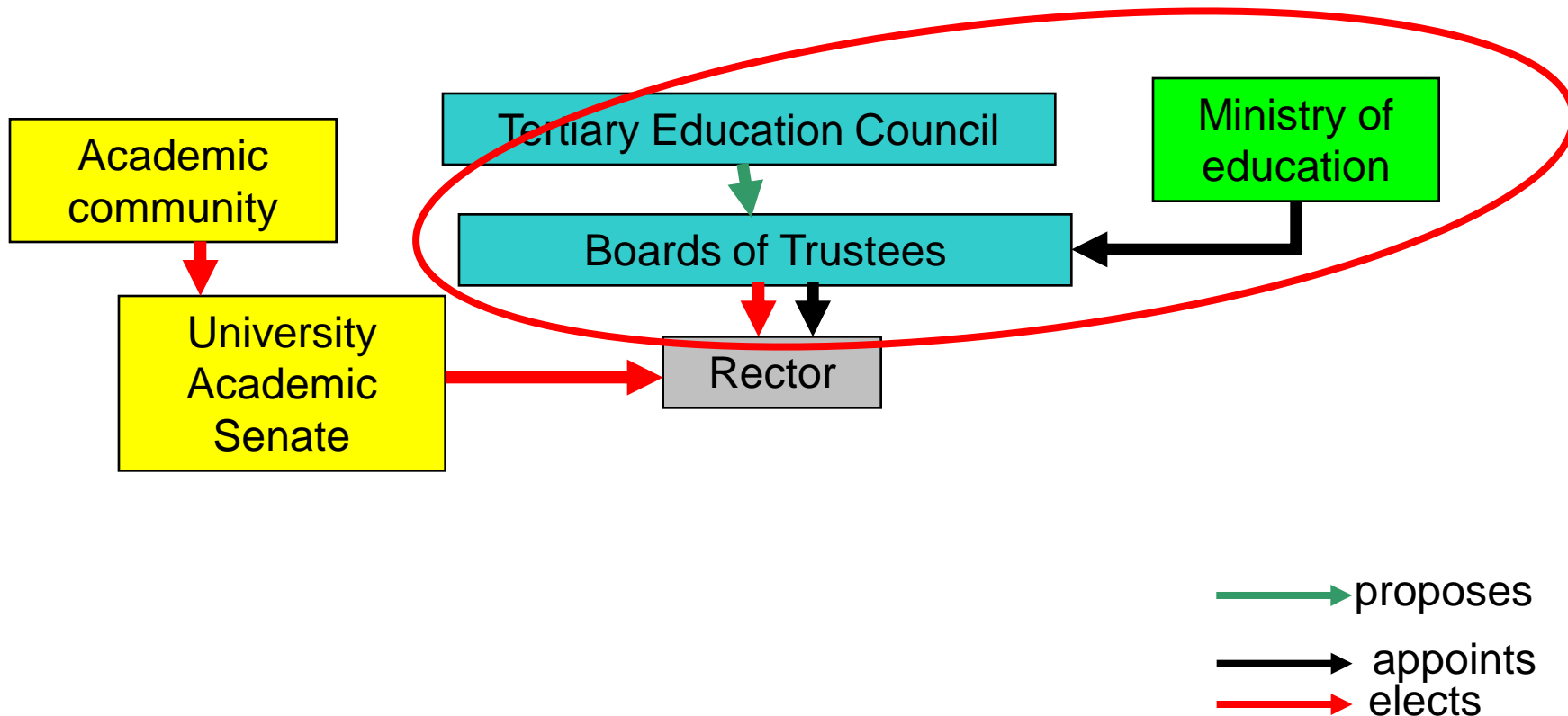
- Academic Senates should be more than platform for less experienced academics and students
- Should be a self-governing organ with clear mandates e.g.
  - Senior academics (min PhD ?) 2/3
  - Other academics 1/6
  - Students 1/6
- Organ that would have the ‘gravitas’ and experience to give the strategic leadership, to nominate the Rector and some members of the Board of Trustees.

# Composition and selection of Boards of Trustees



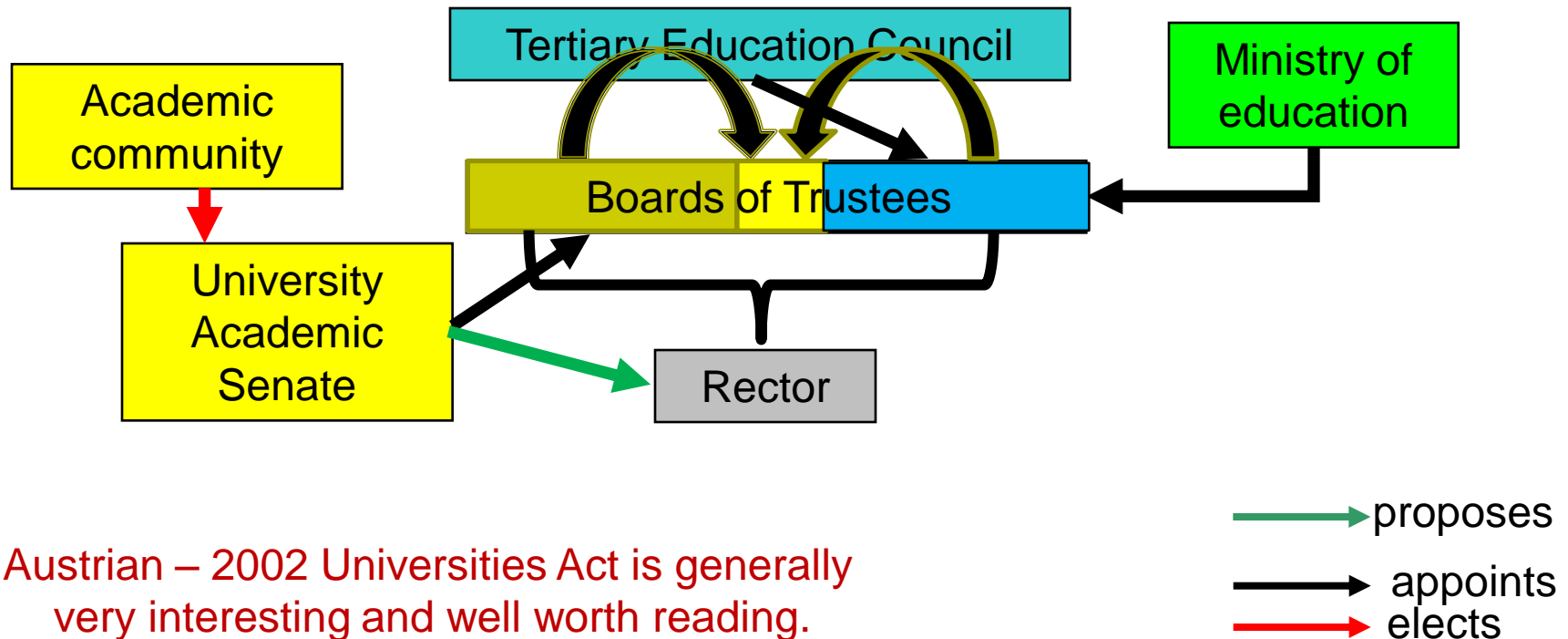
# Composition and selection of Boards of Trustees

## White paper proposals



# Composition and selection of Boards of Trustees

## Austrian universities method



Austrian – 2002 Universities Act is generally very interesting and well worth reading.

# Professors

- Source of new ideas, driving force of teaching and research
- Guarantors of academic excellence
- However, mobility an essential element of excellence, is completely missing
- Only a very small percentage are taking sabbatical leaves and work/visit other universities!
- Lack of 'New Blood' results in a narrow academic base
- 'Ad Hominem' process only is extremely limiting
- Some professorships should be linked to a post or funding. And publicly advertised!



Announcement of an open position at the  
Faculty of Informatics,  
Vienna University of Technology, Austria

## Full Professor (tenured) in Algorithms and Data Structures

The successful candidate is expected to lead his/her own group and to conduct research and teaching in the area of Algorithms and Data Structure. Ideally, candidates are sought, who are able to combine theoretical research with novel applications.

Applicants are expected to have an outstanding academic record and experience with research projects as well as in university teaching.

We offer excellent working conditions in an attractive research environment in a city with an exceptional quality of living.

A more detailed announcement and information on how to apply can be found at <http://www.informatik.tuwien.ac.at/ADS.pdf>

Application deadline: **November 20, 2009**







## The Professorship of Statistics in Biomedicine Department of Medical Genetics

The Board of Electors to the Professorship of Statistics in Biomedicine invite applications for this Professorship from persons whose work falls within the general field of the Professorship to take up appointment on 1st April 2010 or as soon as possible thereafter.

The appointment will be subject to the Statutes and Ordinances of the University.

Further information may be obtained from the Academic Secretary, University Offices, The Old Schools, Cambridge, CB2 1TT, to whom a letter of application should be sent, together with details of current and future research plans, a curriculum vitae, a publications list, so as to reach him no later than 15 October 2009.

# Rectors



- Selection and appointment crucial
- ‘Austrian model’
  - The vacancy is publicly advertised
  - Academic Senate selects three best applicants for the Board of Trustees
  - Trustees select one from the three and carry out the formal appointment
- More executive powers (CEO of the HEI).

# Differentiation and diversification

- Need to concentrate high quality research and graduate teaching
- Provision of high quality Bachelor and Master level education
- Professionally oriented Bachelors
- Special needs of mature students
- Private HEIs - what would be their role if they were to receive education grant funding?

# Funding



- In the current economic climate it is unrealistic to expect (or even to demand ! ) increases in the state funding of HE
- Decreasing size of young cohorts will represent further reduction for universities
- Quandary
  - Either a way is found how to use private resources as in other countries
  - Or the Czech universities will be falling behind the European average as their funding is reduced in real terms.

# Tuition Fees



- Even a modest level of student fees would represent for universities additional funding of 20% or 30%
- The question is not **WHETHER** but **HOW** to do it.

# Tuition Fees



- Even a modest level of student fees would represent for universities additional funding of 20% or 30%.
- The question is not **WHETHER** but **HOW to do it.**

# Tuition Fees

- Nothing new under the sun
- Not so long ago all universities charged students
- Cambridge University stopped in 1950 when the government replaced grants to students to cover their fees, by a block grant to the University
- Austro-Hungarian and Czechoslovak (pre 1939) universities also charged students
  - Registration fee
  - Tuition fee each semester
  - Fee for each examination
  - Fee for external assessment of work etc.
  - Reduction for poor/needy students

**In 1934/35  
Charles  
University  
tuition fees  
> 2 million Kc.**

# Tuition Fees

- Foreign (non-EU) students should pay full cost fee
- For Home and EU students fees should be introduced gradually
- Supported by
  - Fixed interest deferred loan
  - contingent and deferred loans
- Fees should be paid **in full** to HEI at the start of each semester
- No discount for cash
- Student loans with a low but real interest.



# White paper – an overall view



- Identifies the most needed changes in the funding and management of HEI
- In places it avoids logical (but politically probably difficult) conclusions
- Essential to take note of the outcomes of this conference
- Many agreements about the problems of HE but often different views as to their causes and how to rectify them
- We need to find a consensus.



**Thank you!**

rh10@cam.ac.uk





[www.cam.ac.uk/800](http://www.cam.ac.uk/800)

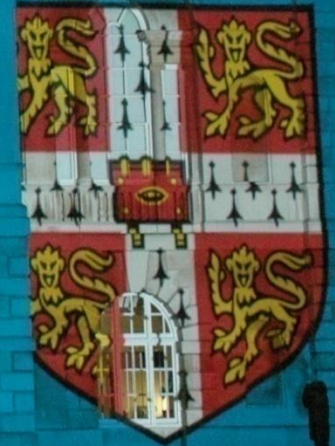


UNIVERSITY OF  
CAMBRIDGE

800 YEARS

1209-1609

[www.cam.ac.uk/800](http://www.cam.ac.uk/800)

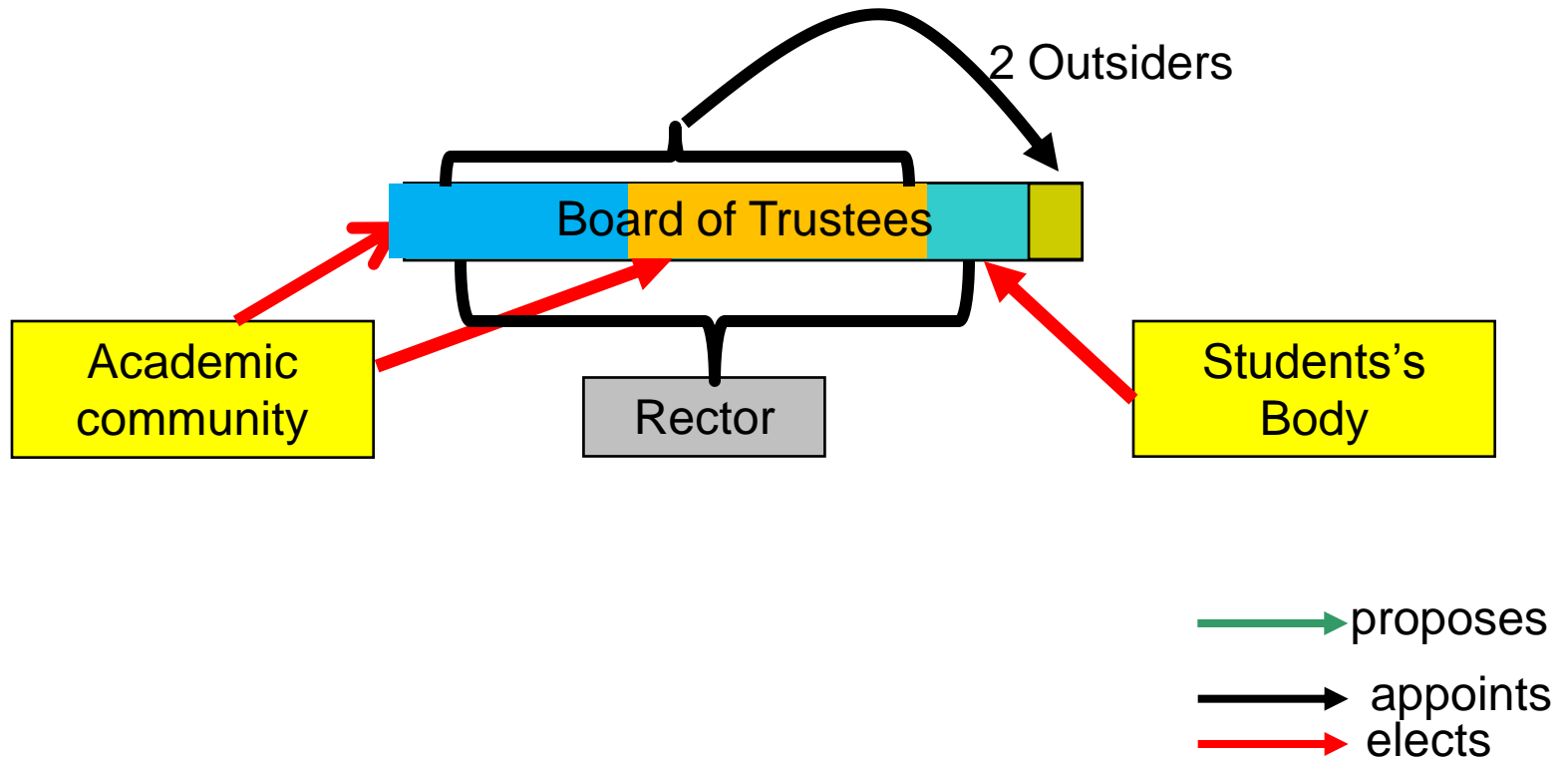






# Composition and selection of Boards of Trustees

## Cambridge University method



# Následky školného v Cambridžské univerzitě



- V prvním roce 4% pokles žadatelů o studium
- V dalších letech 10% nárůst studentů ze státních škol
- Větší zájem o výuky.

