

EUA Autonomy Scorecard Remarks on methodology

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WHAT IS EUA'S UNIVERSITY AUTONOMY SCORECARD?



- A unique tool covering 30+ higher education systems across Europe
- Scoring and ranking systems for public universities
- First release in 2011; second release in 2017; new update in 2023
- Adaptation in ATHENA, TRUNAK and STAND projects



Scoring over 30 indicators

- based on restrictions which are assigned a deduction value
- percentage scores for each indicator
- Average score per autonomy dimension

Weighting system

- assesses relative importance of the autonomy indicators, based on the input of the European national rectors' conferences

Data collection and verification

- with national university associations

Autonomy dimensions

Organisational

- Rector selection procedure/criteria
- Rector term of office/dismissal
- Inclusion/ selection of external members for the governing bodies
- Academic structure decisions
- Creation of legal entities

Financial

- Length/type of public funding
- Keeping a surplus
- Borrowing
- Building ownership
- Tuition fees for national/EU students
- Tuition fees for non-EU students

Staffing

- Recruitment procedures
- Salaries
- Dismissals
- Promotions

Academic

- Setting total student numbers
- Selecting students
- Introducing/terminating study programmes
- Choosing language of instruction
- Selecting QA mechanisms/QA providers
- Study programme content design

What can we do with the Scorecard?

- Provide data

Staff salaries:



Senior academic staff

Universities can decide on salaries
CH, EE, LU, LV, PL, SE

Decisions on individual salaries are restricted due to an overall limit for all staff salaries
BE-FL, BB (DE), HE (DE), NRW (DE)

Salary bands negotiated with other parties
DK, FI, IS, NL, NO, UK

Salary bands set externally for some or all
BB (DE), HE (DE), NRW (DE), FR, HU, IE, LT, RS

Salaries set by an external authority / civil servant status for some or all
AT, BE-FR, ES, HR, IT, PT, SI, SK

Other restrictions
BE-FL, HU, IE, NO, PL



Senior administrative staff

Universities can decide on salaries
CH, EE, LT, LU, PL, SE, UK

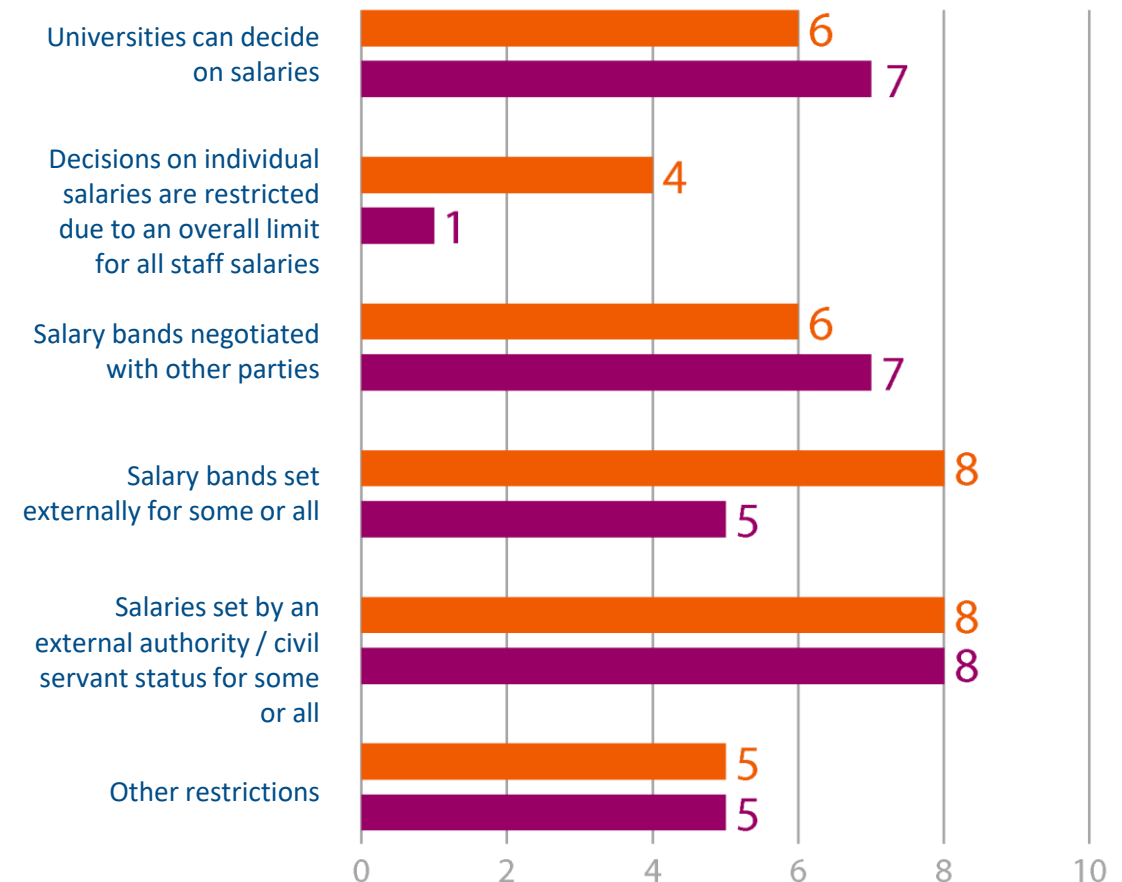
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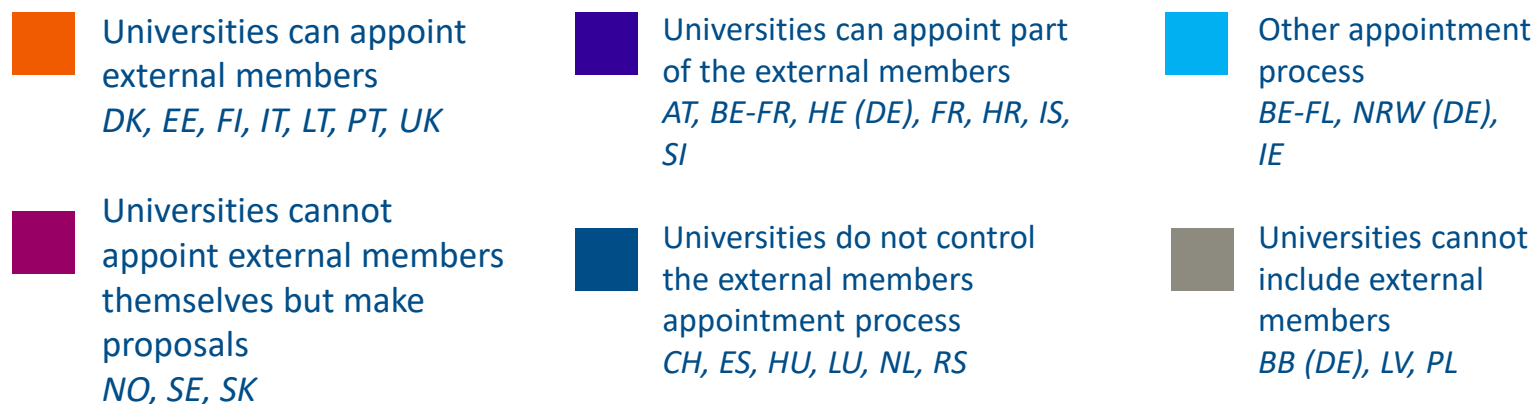
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BE-FL, HU, IE, LV, PL



- Provide comparison

External members in governing bodies:



Comparative financial autonomy : example in the context of a European University Alliance

Free to...	BE-fr	DE (NRW)	FI	HR	IE	NL
Borrow money	√	!	√	!	!	√
Keep surplus	!	√	√	√	X	√
Own buildings	X*	X	!	!	!	√
Set the tuition fees for national/EU students at Bachelor level	X	-	-	X	X	X
Set the tuition fees for national/EU students at Master's level	X	-	-	X	√	X
Set the tuition fees for national/EU students at doctoral level	X	-	-	√	√	√
Set the tuition fees for non-EU students at Bachelor and Master's level	!	-	!	√	√	√
Set the tuition fees for non-EU students at doctoral level	!	-	-	√	√	√

√ - Yes, universities can do this without any significant restrictions

! – Universities can do this, but with significant restrictions

X – No, universities cannot do this

- No tuition fees

* The university of Liège (BE-fr) needs to secure the approval of the government to sell buildings

- Score

*Financial
autonomy (2017)*

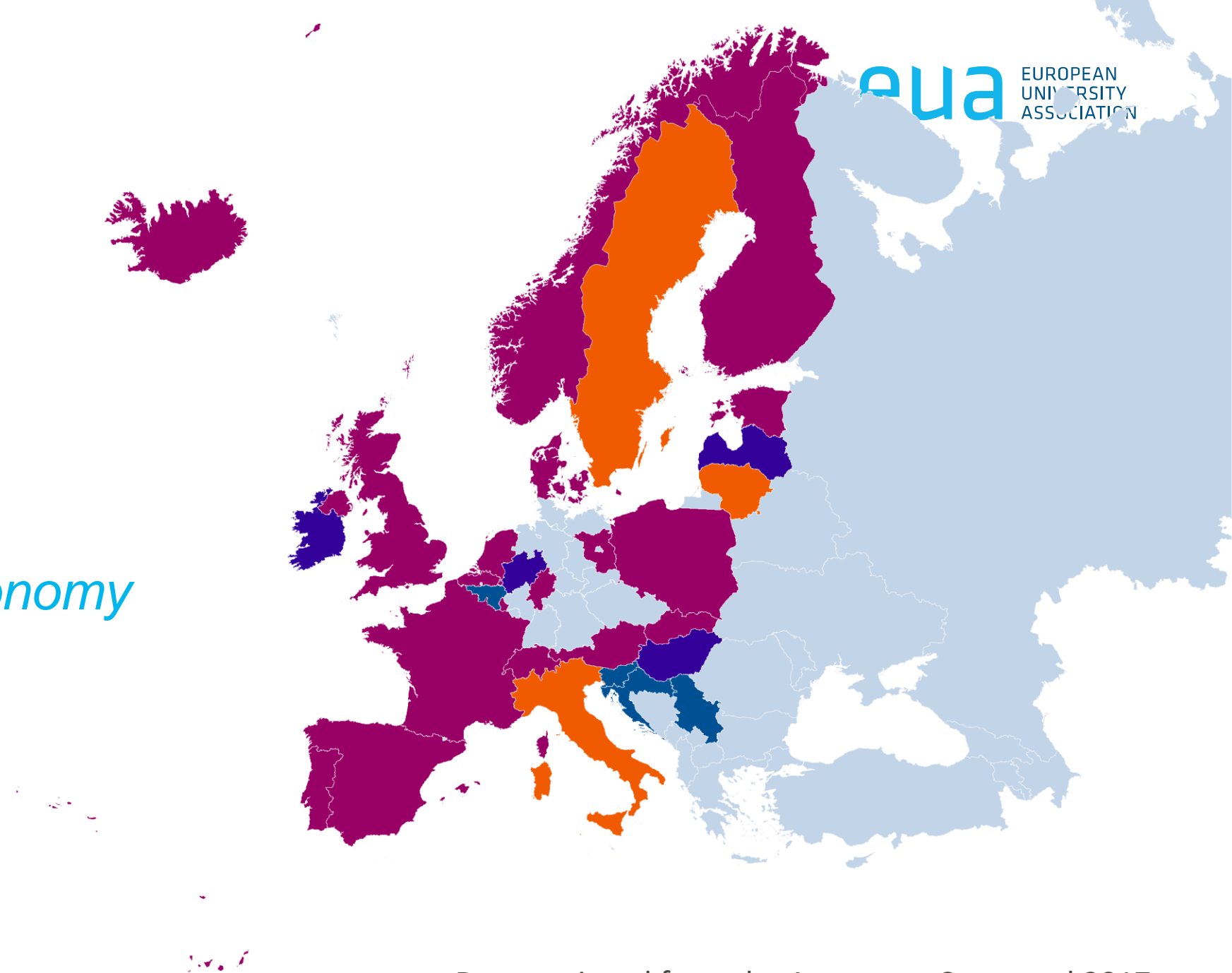
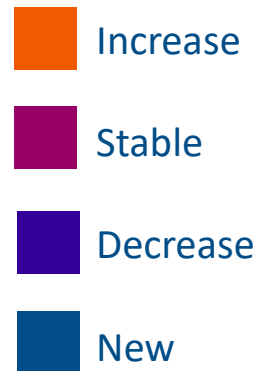
Rank	System	Score
1	Luxembourg	91%
2	Latvia	90%
3	United Kingdom	89%
4	Estonia	77%
	The Netherlands	77%
6	Flanders (BE)	76%
7	Italy	70%
	Portugal	70%
	Slovakia	70%
10	Denmark	69%
11	Finland	67%
12	Switzerland	65%
13	Ireland	63%
14	Lithuania	61%

15	Croatia	60%
	Iceland	60%
17	Austria	59%
18	Slovenia	57%
19	Sweden	56%
20	Spain	55%
21	Poland	54%
22	French-speaking community of Belgium	52%
23	Serbia	46%
24	France	45%
25	Brandenburg (DE)	44%
26	North Rhine-Westphalia (DE)	43%
27	Norway	42%
28	Hungary	39%
29	Hesse (DE)	35%

- Monitor developments

Organisational Autonomy

Evolution 2010 to 2016

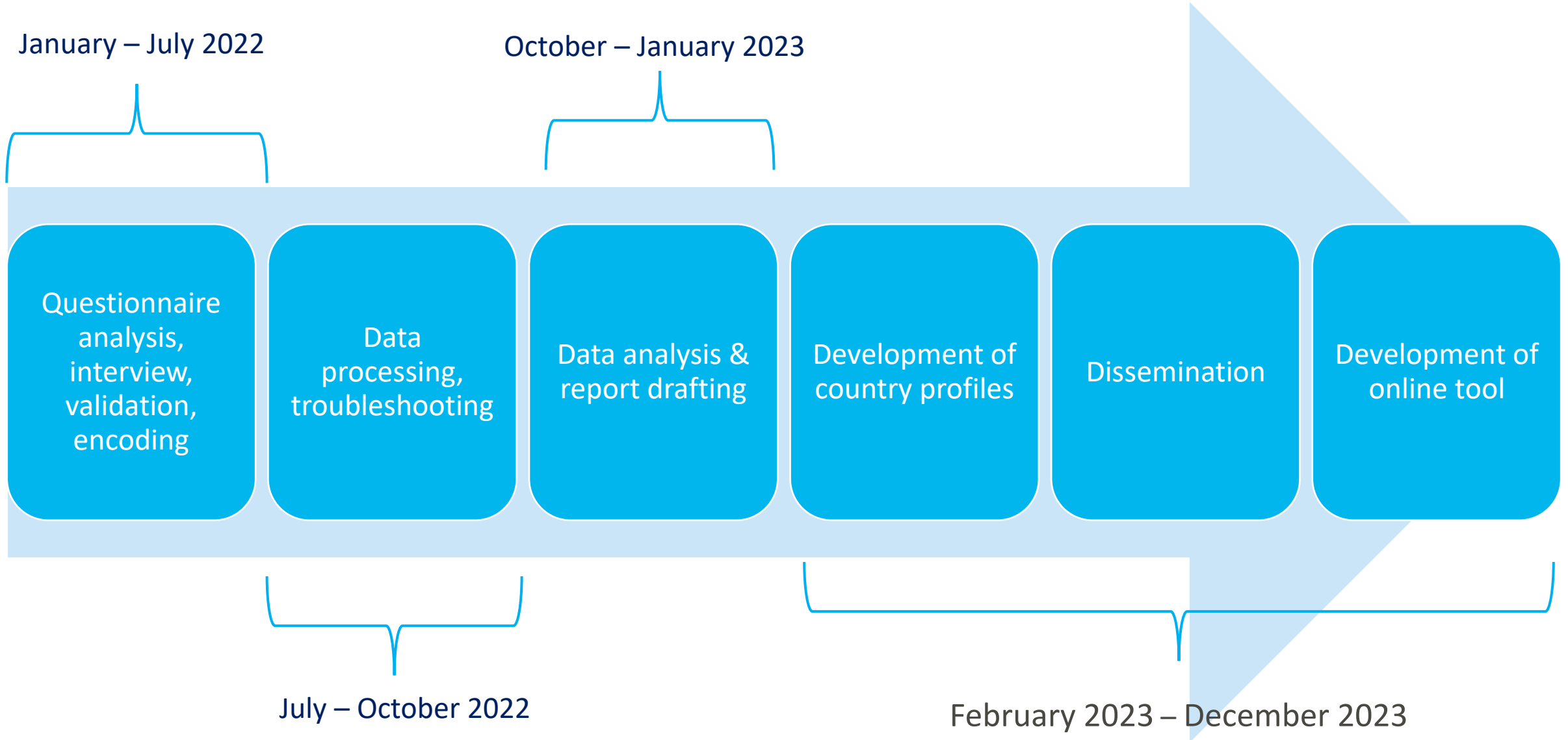


Sucess factors

- Broad and inclusive discussion within the sector about indicators and weightings – ensuring the methodology is fit for purpose and responds to the needs
- Long-term development, including in-depth data validation
- Solid and transparent methodology and openness about limitations
- Conditions to establish a tool that supports a structured, fact-based dialogue, in partnership with the sector and public authorities

Lessons learnt

- Most important added value: starting and structuring the dialogue between sector and public authorities
 - An exclusive tool for policy development
 - Informing policies at European level
 - Institutional support
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- Challenges in fully understanding the state of play for each indicator and assign correct deduction values
 - Some “blind spots”
 - Limited capacity to take into account gap between regulation and practice
-
- Promoting a more flexible approach to the Scorecard



Methodological challenges

- Treatment of previous data (retrospective adaptation)
- Evolving geographical scope
- 'Simplification rules'
- Discrepancies between legal provisions and practice (legal base over established practice)
- Methodological limitations (developments that cannot be captured but have an influence)
- Country profiles

Thank you for your attention

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