

DIES CONFERENCE
Strengthening Universities, Enhancing Capacities –
Higher Education Management for Development

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Working Group B
Good Governance in Higher Education:
Concepts, Implementation and Training

Good Governance in Higher Education

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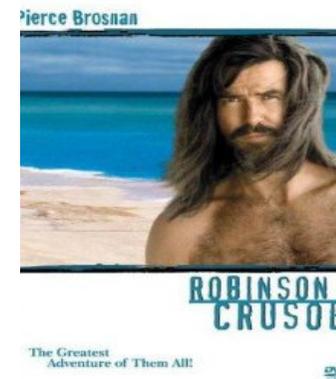
(I) BACKDROP

from the comand-and-control to the regulatory STATE

Leviathan



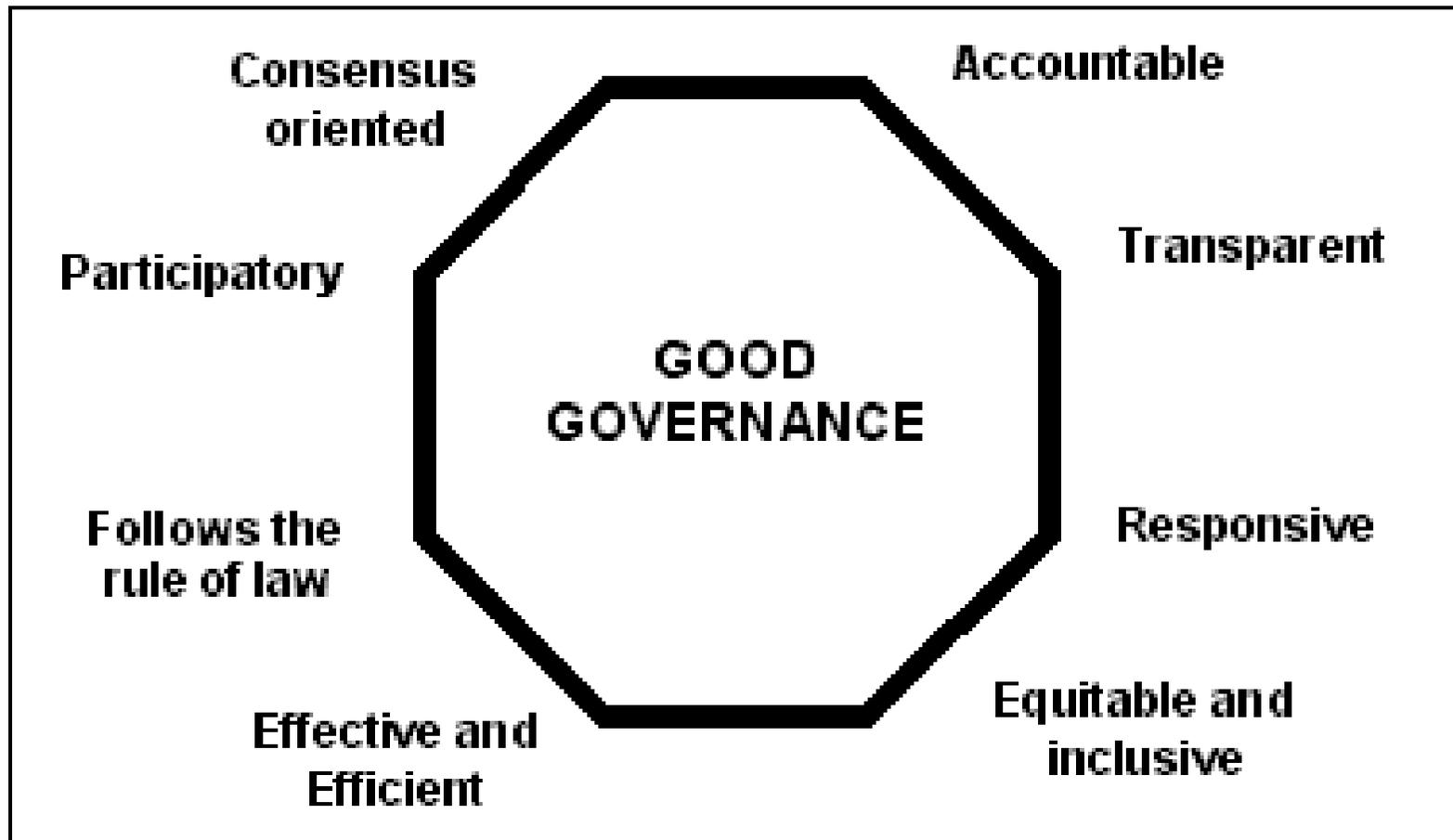
Robinson



(II) GOOD GOVERNANCE DEFINITIONS

- **“Good governance refers to the management of government in a manner that is essentially free of abuse and corruption, and with due regard for the rule of law.” (IMF/OECD)**
- **“[W]e have to consider the political incentives that operate on governments and on the persons and groups that are in office. The rulers have the incentive to listen to what people want if they have to face their criticism and seek their support in elections.” (Amartya Sen)**
- **“...there is a significant degree of consensus that good governance relates to political and institutional processes and outcomes that are deemed necessary to achieve the goals of development. It has been said that good governance is the process whereby public institutions conduct public affairs, manage public resources and guarantee the realization of human rights in a manner essentially free of abuse and corruption, and with due regard for the rule of law. The true test of "good" governance is the degree to which it delivers on the promise of human rights: civil, cultural, economic, political and social rights.” (OHCHR)**
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- **Accountability:** government is able and willing to show the extent to which its actions and decisions are consistent with clearly-defined and agreed-upon objectives.
- **Transparency:** government actions, decisions and decision-making processes are open to an appropriate level of scrutiny by others parts of government, civil society and, in some instances, outside institutions and governments.
- **Efficiency and effectiveness:** government strives to produce quality public outputs, including services delivered to citizens, at the best cost, and ensures that outputs meet the original intentions of policymakers.
- **Responsiveness:** government has the capacity and flexibility to respond rapidly to societal changes, takes into account the expectations of civil society in identifying the general public interest, and is willing to critically re-examine the role of government.
- **Forward vision:** government is able to anticipate future problems and issues based on current data and trends and develop policies that take into account future costs and anticipated changes (e.g. demographic, economic, environmental, etc.).
- **Rule of law:** government enforces equally transparent laws, regulations and codes



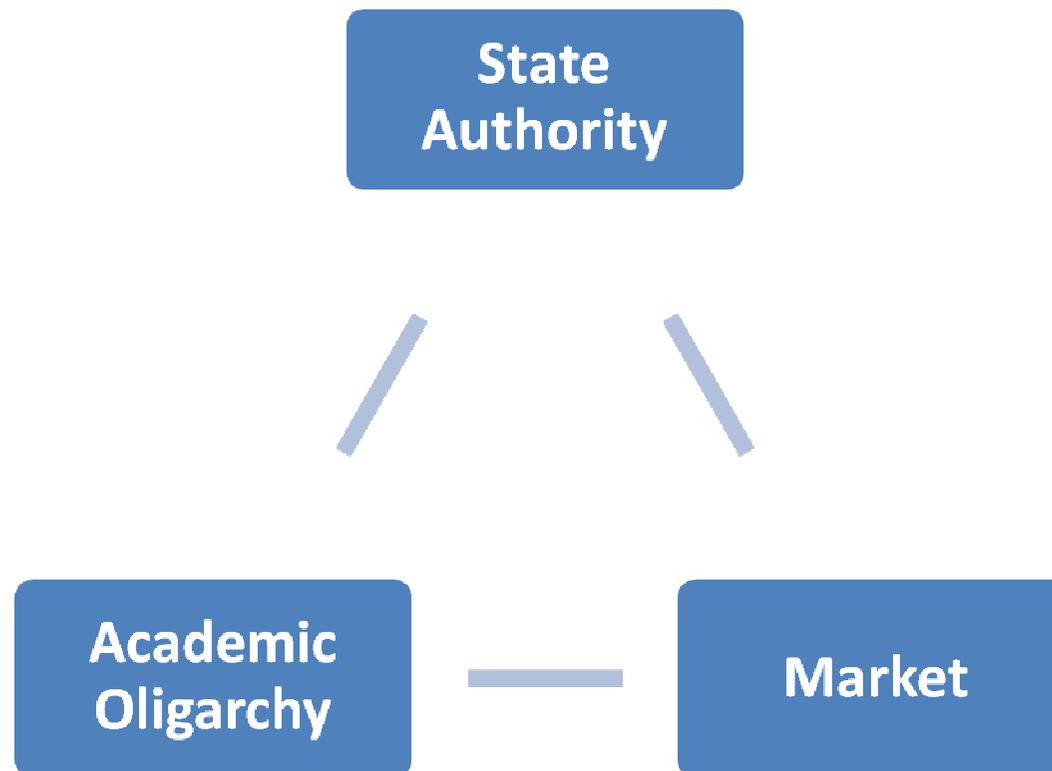
(III) GOOD GOVERNANCE IN HE - STATEMENTS

- **“Higher education governance is an issue that is strongly connected to the Council of Europe’s key missions: protection of human rights, democracy and the rule of law” (Council of Europe)**
- **“According to the underlying ideas and assumptions of reform thinking, universities and colleges should be externally controlled, their activities should be formally evaluated, they should be held accountable for their performance, they should be steered by market forces and not by governmental or state mechanisms, they should be run by professional leaders and managers instead of by academic primus-inter-pares (‘first among equals’), and they should be included as service industries in regional and global trade agreements”. (Peter Maassen)**

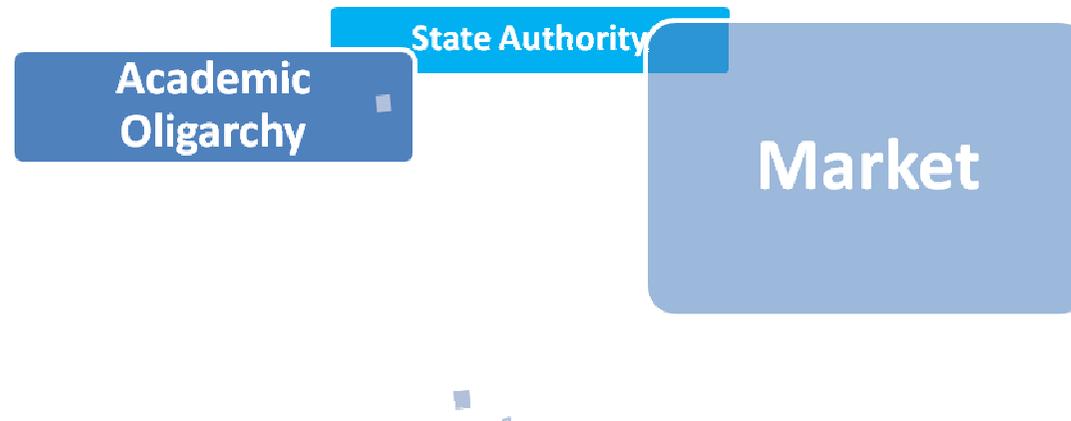
- **“The governance of higher education in the 21st century needs to develop a fusion of academic mission and executive capacity, rather than substitute one for the other.” (OECD)**
- **“Effective governance is a harmonious fusion of power and authority and equal balance between trust and control where democratic, autocratic and laissez faire management styles are addressed according to the needs of a society and within the boundaries of active legislation.” (Lela Maisuradze)**



(IV) HE GOVERNANCE MODELS --the ,formal' model--



(IV) THE GOVERNANCE MODELS --the 'real' model--



GOVERNANCE REFORMS IN HE

- **Phase 1: inclusion & participation**
- **Phase 2: efficiency & accountability**
- **New Public Management (NPM) in HE:**
 - **Reduce red tape (regulation)**
 - **Increase competitive pressure**
 - **Strengthen executive leadership**
 - **Decrease internal governance**
 - **Impose strategic goals from outside**

- **NPM maxims:**
 - **Efficiency**
 - **Downsizing & decentralization**
 - **Excellence**

- **Issues:**
 - **Institutional autonomy / responsibility**
 - **Expansion of HE**
 - **Harmonization**
 - **Marketization**
 - **Quality control**



➤ Tensions

- Executive leadership v. 'democratic' decision-making
- Top-Down v. Bottom-Up Accountability
- Strategic mainstreaming v. academic freedom
- Efficiency v. accountability
- Quality control v. innovation 'protectionism'

- **“The emergence of a higher education market poses a major challenge for national research universities - the need to participate globally based on their own nature and distinctive character "without diluting these in the face of hegemonic models and dominant international guidelines...We need to be aware of the homogenising effects of productivity driven policies, their impact on the narrowing of university goals and the detrimental consequences on the social responsibilities of the university...The challenge for peripheral universities is the preservation of diversity of traditions and responsibilities through a broad commitment to society.” (Ordorika)**
- **“Increasingly, governance and management of higher education are about the governance and management of knowledge systems and knowledge workers. In developing and developed countries alike, the utility of higher education governance and management models will be judged in terms of how well they allow the higher education institutions to contribute to further the Knowledge Society and Knowledge Economy" (Meek and Davies)**

(V) ACCOUNTABILITY

- **signals “needs”**
- **controls programme implementation**
- **promotes the inclusion of all relevant stakeholders**
- **establishes independent benchmarks for “performance measurement” and monitoring**
- **re-orientes administrative processes**
- **Fosters administrative efficiency**
- **influences agenda-setting**

