




ACADEMICS DIVIDED OPPORTUNITIES IN PERFORMANCE MANAGEMENT AND GOVERNANCE

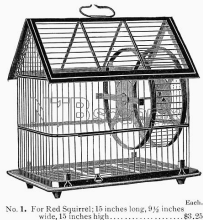
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Management and Governance of Higher Education

Key policy initiatives for Finnish higher education



1991 Two higher education systems: universities and universities of applied sciences
1997 Along with general Act on Universities tight state control was abolished and the autonomy of universities was strengthened
2005 Growing performance management: Reward based salary system in universities
2008- Structural reforms and mergers
2010 Universities cease from the state administration in 2010 and UASs form local government in 2013
2010 Four-tier career stage model in the university sector since
2011-2015 Renewed funding arrangements, University profiles: academics are coping with changing expectations on competitive funding, publication forum and societal challenges
2013-2017 Mergers of research institutes and funding agencies has changed to mode of operations
2018- re-massification, growing demands of performance, strong role of academic competition



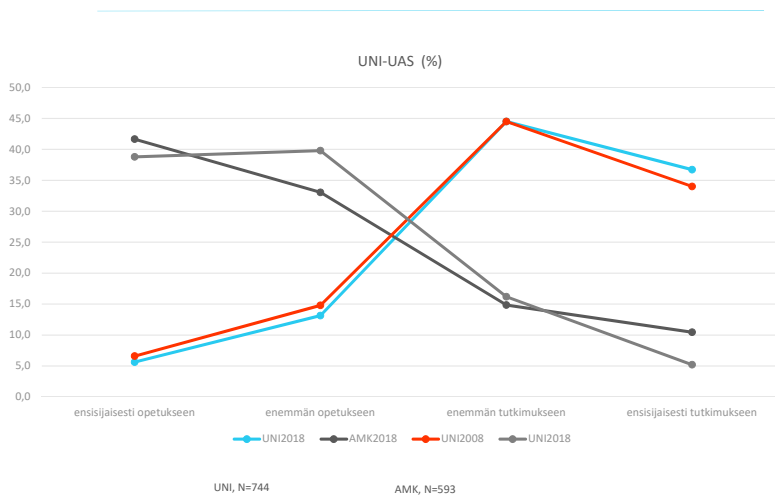
No. 1. For Red Squirrel: 15 inches long, 9 1/2 inches wide, 13 inches high. Each \$1.25

The population



- ▶ Under the Ministry of Education and Culture (two under other public sectors did not participate)
- ▶ 10 out of 13 universities participated, sample size 5606, and 765 respondents
UNI, 11 subject to public law, two foundations subject to private law;
153,000 students; 15,300 academics (four career stages); approx. 1,000 hourly-paid academic staff
- ▶ 23 universities of applied sciences (UAS); Sample size 3 402 , 612 respondents
UAS 144,000 students; 6,000 teaching and RDI staff
- ▶ 1207 complete cases, 144 partially complete cases and 26 cases when respondents stopped completing the questionnaire

The mission of the universities is first of all research and the universities of applied sciences is more teaching-oriented (2008 ja 2018)



APIKS 2018; Aarrevaara, Dobson & Postareff 2014
DOI 10.1007/978-94-007-6830-7_8
Aarrevaara & Pekkola 2010
http://urn.fi/urn:isbn:978-951-44-8122-2

Respondents personal influence to shape key academic policies (Finnish Universities)

1 = Not at all influential, 2 = A little influential, 3 = Somewhat influential, 4 = Very influential

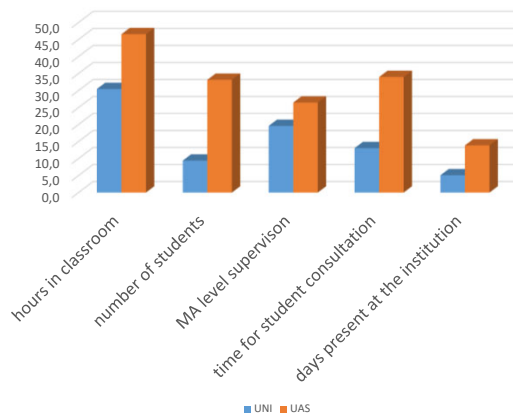
			At the level of the department or similar unit	At the level of the faculty, school or similar unit	At the institutional level
Senior/Junior	Junior	N	520	520	516
		Valid			
		Missing	32	32	36
		Mean	2,09	1,64	1,33
		Median	2,00	1,00	1,00
	Std. Deviation	,966	,819	,660	
Senior	Senior	N	143	146	146
		Valid			
		Missing	8	5	5
		Mean	3,19	2,66	2,08
		Median	3,00	3,00	2,00
	Std. Deviation	,813	,942	,925	


Institution or unit sets quantitative load targets or regulatory expectations for individual faculty



Quantitative load targets or regulatory expectations (UNI, UAS %)

- ▶ Employer expectations: monitoring results, UAS primarily lessons
- ▶ UAS more often time spent, universities supervising
- ▶ Both sectors implement a working time system that does not encourage engagement



Characteristics of institution (F3)		 UNI (N = 574)	UAS (N = 515)
Juniors 1 = strongly disagree, 5 = strongly agree	A competent leadership (Rating of the Institution)	3,05	3,106
	A strong emphasis on the institution's mission	3,34	3,97
	Good communication between management and academics	2,79	3,04
	A top-down management style	3,64	4,53
	Collegiality in decision-making processes	2,76	2,99
	A strong teaching performance orientation	2,94	4,03
	A strong research performance orientation	3,62	3,00
	A cumbersome administrative process	3,59	4,47

Conclusions

In Universities institutional strategies are strong, reflects performance management practices

Work at the academy directed by institutional strategies, reflected in management practices.

management practices clearly reflected by respondents - monitors higher education institutions primary products: first of all teaching in polytechnics and research in universities.

In CAP 2008 management and governance in UAS more centralised than in Unviersities, also there in the 2018 dataset.

Seniors rule in management, students influence is strong in the evaluation of teaching.

Lack of mobility between research institutes, the dynamics between the two HE systems and research institutions is small