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Management and governance in Portuguese higher education: Is the ‘marketization’ climate present everywhere?

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CHALLENGES TO GLOBAL HIGHER EDUCATION SYSTEMS



To answer to these pressures significant governance reforms were implemented in higher education systems worldwide.

Managerialism and New Public Management (NPM), influenced these reforms based on the triad of:

- **MARKET**

Tendency for the retreat of the state as a financier, to the allocation of strategic authority to university management, and an increasing focus on the economic utility of teaching and research (Meek 2000; Phillip 2000; Neave 2003; Enders, de Boer & Leišytė, 2009).



- **MANAGEMENT**

associated with new power relations and less caring attitudes (Santiago, & Carvalho, 2012; Carvalho & Santiago, 2010).

- **PERFORMANCE**

Interrelated with accountability agendas sustained in measures, targets, benchmarks, tests, tables, audits to feed the system in the name of improvement (Santiago & Carvalho, 2012).

NEW GOVERNANCE MODELS

State-centered collegial model

Top-down ministerial law making along with Humboldtian tradition of a self-governing community of scholars.

Entrepreneurial or 'marketized' model

University autonomy and greater accountability diversification of funding sources, greater autonomy in human resources management, lump-sum budgeting and ex post quality audits.

HYBRID FORMS OF GOVERNANCE

Bruckmann, S. & Carvalho, T. (2018); Pekkola, et al (2020);

The Portuguese context

One of the oldest systems in Europe (Séc.XIII)

Democratic Revolution (1975) State centered and Humboldtian model

Binary System (Polytechnics and Universities)

The Portuguese context

Managerialism
(especially since the 1990s)

Emphasis on costs
rationalisation and control

In 2007 – A new
HE Act (Law
62/2007)

- Redefinition of public universities and polytechnics' autonomy
- Financial and evaluation agreements between the state and higher education institutions
- New juridical regime for public higher education institutions (Public institution or Public Foundation (public but ruled under the private law))
- Institutions' accountability, quality and its assurance
- New legal framework for the academic career, both in universities and polytechnics

**Entrepreneurial or 'marketized' model of
governance**

- More than ten years after the implementation of the Law, the imposition of market-entrepreneurial governance models may have resulted in the presence of a market-entrepreneurial organisational climate.
- Institutions are now less dependent on state funding and pressure their academics to have a more commercial oriented focus in their activities.
- Taking the hybrid nature of governance models, we assume that this market-entrepreneurial climate is not equally present in the different types of institutions and it may also differ taking into account the academic roles.
- We assume the hypothesis that the market-entrepreneurial climate is more present in universities and in Foundation universities and is also more present in research than in teaching, and especially in applied research.

Dependent variable: Market-entrepreneurial climate

Simple average of the answers to the questions (5 Likert scale):

To what extent do you consider yourself to be exposed to the following expectations by your institution?

1. Raising substantial amounts of external funds
2. Conducting applied (and possibly commercially oriented) research
3. Complying to guidelines for research set by research funders
4. Restricting public publication in tune with research funders' expectation

Independent Variables: Academics' dedication to each activity:

1. Teaching dedication
2. Research dedication
3. External activities dedication
4. Dedication to Basic and Applied Research (5 Likert scale)

Control variables:

1. **Institution:** whether the academic works in an university or in a polytechnic; whether the university is a foundation or not
2. **Discipline:** Education; Humanities; Social Sciences; Sciences, Mathematics and Informatics; Engineering and Architecture; Agriculture, Health Sciences; Services; Others

Sample Descriptives

Institutions

	N	%
University	1150	67,5
• Foundation	417	36,3
• Non-foundation	733	63,7
Polytechnic	553	32,5
Total	1703	100

Disciplines

	N	%
Education	121	7,1
Arts and Humanities	208	12,2
Social Sciences	413	24,3
Sciences, mathematics and informatics	333	19,6
Engineering and architecture	181	10,6
Agriculture	45	2,6
Health Sciences	247	14,5
Services	15	0,9
Others	140	8,2
Total	1703	100

Market-entrepreneurial climate and academic activities

	Mean	Standard Deviation	Min	Max
Market-oriented model	3,040	0,652	1	5
Teaching dedication	0,466	0,210	0	1
Research dedication	0,269	0,175	0	1
Basic/theoretical research	3,00	1,147	1	5
Applied/practically-oriented research	4,00	0,992	1	5
External activities dedication	0,067	0,106	0	1

- On average, the respondents reported to be somewhat exposed to the Market-entrepreneurial Climate.
- On average, the teaching is the activity to which academics dedicate more hours (47% of their time)
- The academics tend to consider the emphasis of their primary research more applied (4/5) than basic (3/5).

MARKET-ENTREPRENEURIAL CLIMATE

1. The academics reported to what extent they considered to be exposed to several expectations by their institutions.
2. For the purpose of this study and to create an index measuring the perception of a market-entrepreneurial climate, we selected expectations oriented towards a market rational.
3. It was analysed the correlation between the dedication to the academics' activities and the report of these expectations.

Market-entrepreneurial Climate- Variables

Correlation between market-oriented expectations and dedication to the academic activities

	Raising substantial amounts of external funds	Conducting applied (and possibly commercially oriented) research	Complying to guidelines for research set by research funders	Restricting public publication in tune with research funders' expectation
Teaching dedication	-0,163***	-0,069**	-0,122***	-0,090***
Research dedication	0,160***	0,014	0,125***	0,033
Basic	-0,010	-0,106***	-0,016	0,018
Applied	0,080***	0,221***	0,102***	0,042*
External activities dedication	0,012	0,062**	-0,020	0,026

(significance level: * p .05; ** p .01; *** p .001)

Multiple Linear Regression Estimation

		B	SD	β	p-value
Dedication to external activities	(Constant)	2,430	0,171		0,000
	Teaching	-0,613	0,143	-0,143	0,000
	Research	0,063	0,165	0,012	0,705
	Basic	0,040	0,020	0,051	0,048
	Applied	0,126	0,023	0,139	0,000
	External activities	-0,408	0,239	-0,048	0,089
Institution	University (a)	0,027	0,050	0,014	0,586
	Foundation	0,128	0,052	0,061	0,014
Discipline	Education (b)	0,151	0,090	0,043	0,093
	Arts and Humanities (b)	-0,128	0,074	-0,047	0,083
	Sciences, mathematics, informatics (b)	0,292	0,064	0,129	0,000
	Engineering and architecture (b)	0,343	0,078	0,118	0,000
	Agriculture (b)	0,683	0,137	0,122	0,000
	Health_sciences (b)	0,309	0,071	0,121	0,000
	Services (b)	0,239	0,227	0,025	0,293
	Others (b)	0,269	0,085	0,082	0,002
		R2	0,083		
	N	1703			

(a) Reference variable: polytechnics
(b) Reference variable: social sciences

CONCLUSIONS

1. The simple substitution of a colegial governance model by a market-entrepreneurial one doesn't automatically change the organisational climate.
2. The presence of a market-entrepreneurial climate is highly dependent on the type of institution, the discipline and the main activities academics develop.
3. Academics from Foundation institutions and from Hard Sciences, Engineering, Agriculture and Health sciences are more exposed to the market-entrepreneurial climate.
4. Academics more dedicated to research are more exposed to market-entrepreneurial climate.

Thank you for your attention!