



Education and Culture DG

**GOVERNANCE REFORM  
PART FOUR**

**The extent and impact of higher education  
governance reform across Europe**

**Final report to the Directorate-General for Education and  
Culture of the European Commission**

Contract: 2006 – 1407 / 001 – 001 S02-81AWB

**Part Four: Governance Reform Survey Results**



*This study was requested by the European Commission, Directorate-General Education and Culture. This report does not reflect the views of the European Commission. The interpretations and opinions contained in it are solely those of the authors*

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# Questionnaire for governance survey HE Reforms

## SECTION 1: General information

1. In the email asking you to participate in this survey we indicated whether your name had been given to us by your institution or by the Ministry responsible for higher education in your country. Please indicate which of the following categories you fall within:

- a) I am a staff member of a higher education institution and my name was given to you by my higher education institution
- b) I am an external member of a governing board of a higher education institution and my name was given to you by this institution
- c) I work with an organization that is concerned with the higher education system in my country and my name was given to you by the Ministry

*Answer 1a*

2. Please indicate the category that best fits your institution:

- a) Comprehensive research university
- b) Specialised research university (e.g. technical, medical, agricultural)
- c) Comprehensive professional/vocational higher education institution (e.g., University of Applied Sciences, hogeschool, Fachhochschule, polytechnic)
- d) Specialised professional/vocational education institution (e.g., in teacher training, business administration; engineering, or nursing)
- e) Other (please specify): \_\_\_\_\_

3. Please indicate the ownership status of your institution:

- a) public institution
- b) private institution

4. Please indicate the number of students (head count) undertaking full- and part-time studies at your institution:

*Answer 1b*

2. Please indicate the category that best fits your institution:

- a) Comprehensive research university
- b) Specialised research university (e.g. technical, medical, agricultural)
- c) Comprehensive professional/vocational higher education institution (e.g., University of Applied Sciences, hogeschool, Fachhochschule, polytechnic)
- d) Specialised professional/vocational education institution (e.g., in teacher training, business administration; engineering, or nursing)
- e) Other (please specify): \_\_\_\_\_

3. Please indicate the ownership status of your institution:

- a) public institution
- b) private institution

4. Please indicate the number of students (head count) undertaking full- and part-time studies at your institution:

*Answer 1c*

2 Please indicate which sort of organisation you work with:

- a) Ministry of Education/Finance (or equivalent)
- b) Student union/interest organisation (or equivalent)
- c) Academic/administrative staff union/interest organisation
- d) Independent advisory body (agency, council, etc)
- e) University or college interest organisation (or equivalent)
- f) Industry, business, labour organisation, etc.
- g) Other, please specify: \_\_\_\_\_

*(no questions 3-7)*

*Answer 1a*

- a) Less than 5.000
- b) Between 5.000 and 10.000
- c) Between 10.000 and 20.000
- d) Between 20.000 and 30.000
- e) More than 30.000

5. Please indicate the highest academic degree currently offered by your institution:

- a) PhD (or equivalent)
- b) Master (or equivalent)
- c) Bachelor (or equivalent)
- d) Other: \_\_\_\_\_ (please specify)

6. Please indicate at which level in the institution your current position is located:

- a) Central level
- b) Faculty/school level
- c) Department/basic unit/institute/research centre level

7. Formally, how would you describe (or characterise) your current position?

- a) Leadership, e.g. rector/president/vice chancellor, or dean, or head of department
- b) Managerial, e.g. kanzler, university or faculty director, institutional secretary, registrar
- c) Administrative, e.g. head of institutional administrative unit, or head of administration at department level
- d) Academic/Research
- e) Other: \_\_\_\_\_ (please specify)

*Answer 1b*

- a) Less than 5.000
- b) Between 5.000 and 10.000
- c) Between 10.000 and 20.000
- d) Between 20.000 and 30.000
- e) More than 30.000

5. Please indicate the highest academic degree currently offered by your institution:

- a) PhD (or equivalent)
- b) Master (or equivalent)
- c) Bachelor (or equivalent)
- d) Other: \_\_\_\_\_ (please specify)

*(no questions 6-7)*

*Answer 1c*

## SECTION 2: General Changes in the Higher Education System in Your Country

In this section we ask you to answer five questions concerning developments in the higher education system in your country. These concern levels of competition, national policy, and the influence of different stakeholders in higher education policy matters.

8. Please indicate if any specific national policies or regulations have been introduced over the past decade in your country with the aim of increasing.....

	Policies introduced	Policies not introduced	Don't know
...access to higher education			
...graduation rates			
....employability of graduates			
....international mobility of students			
....international mobility of academic staff			
....the quality of teaching and learning			
....research output			
....the external funding of higher education			
....the efficiency of the higher education sector			

9. If specific national policies or regulations have been introduced, please indicate how you would characterise their effectiveness:

	Not effective	Not very effective	Somewhat effective	Very effective	Don't know
Access to higher education					
Graduation rates					
Employability of graduates					
International mobility of students					
International mobility of academic staff					
Quality of teaching and learning					
Research output					
External funding of higher education					
Efficiency of the higher education sector					

10. How would you describe the current levels of competition between higher education institutions in your country in terms of...

	No competition	Low level of competition	Moderate level of competition	High level of competition	Extremely high level of competition	Don't know
... the recruitment of academic staff						
... the recruitment of students						
... public funding in general						
... basic research funding						

11. Please indicate to what extent you think these levels of competition have changed over the last decade in terms of...

	Much less competition than before	Less competition than before	More competition than before	Much more competition before	No significant change occurred	Don't know
...the recruitment of academic staff						
...the recruitment of students						
...public funding in general						
...basic research funding						

12. Please indicate for each of the following actors or stakeholder groups any changes that have occurred in their influence on national higher education policy compared to the situation a decade ago.

	No influence anymore	Considerably less influence than before	Less influence than before	More influence than before	Considerably more influence than before	No change occurred	Don't know
The National Assembly/Parliament (or equivalent)							
Government/Ministry of Education (or equivalent)							
Regional government/ Authorities							
National organisations (advisory bodies, representative bodies etc.)							
Institutional leadership (rectors/presidents/vice-chancellors or equivalent)							
Academic staff							
Students							
Institutional administrative/ support staff							
External stakeholders (industry, business, etc)							
The European Commission							
Other: _____ (please specify)							



### SECTION 3: The Influence of Different Stakeholder Groups on Different Aspects of Higher Education

In this section we ask you to answer eight questions about the influence of different stakeholder groups or actors on important policy matters affecting higher education institutions.

#### Answers 1a & 1b

Please indicate how much influence each of the following actors or stakeholder groups *currently* has on the various policy areas identified in the following questions.

13. Determining the mission and overall strategy of your higher education institution. *Please specify the degree of influence for each actor or stakeholder group*

	No influence	Little influence	Some influence	Much influence	Not relevant	Don't know
--	--------------	------------------	----------------	----------------	--------------	------------

*Same as previous (ie. Q 12)*

14. Determining the internal governance structures of your higher education institution. *Please specify the degree of influence for each actor or stakeholder group*

	No influence	Little influence	Some influence	Much influence	Not relevant	Don't know
--	--------------	------------------	----------------	----------------	--------------	------------

*Same as previous (ie. Q 12)*

Please indicate how much influence each of the following actors or stakeholder groups *currently* has on the various policy areas identified in the following questions.

15. The decision to introduce a new study programme at your higher education institution. *Please specify the degree of influence for each actor or*

#### Answer 1c

Please indicate how much influence each of the following actors or stakeholder groups *currently* has on the various policy areas identified in the following questions. Please answer these questions on the basis of the general pattern for higher education institutions in your country.

13. Determining the mission and overall strategy of higher education institutions in your country.

	No influence	Little influence	Some influence	Much influence	Not relevant	Don't know
--	--------------	------------------	----------------	----------------	--------------	------------

*Same as previous (ie. Q 12)*

14. Determining the internal governance structures of higher education institutions in your country. *Please specify the degree of influence for each actor or stakeholder group*

	No influence	Little influence	Some influence	Much influence	Not relevant	Don't know
--	--------------	------------------	----------------	----------------	--------------	------------

*Same as previous (ie. Q 12)*

Please indicate how much influence each of the following actors or stakeholder groups *currently* has on the various policy areas identified in the following questions. Please answer these questions on the basis of the general pattern for higher education institutions in your country.

15. The decision to introduce a new study programme at your higher education institution. *Please specify the degree of influence for each actor or*

Answers 1a & 1b

stakeholder group

No influence	Little influence	Some influence	Much influence	Not relevant	Don't know
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Same as previous (i.e. Q 12)

16. Determining how the quality of teaching and learning in your higher education institution should be assessed and assured. Please specify the degree of influence for each actor or stakeholder group

No influence	Little influence	Some influence	Much influence	Not relevant	Don't know
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Same as previous (i.e. Q 12)

Please indicate how much influence each of the following actors or stakeholder groups currently has on the various policy areas identified in the following questions.

17. Determining the internal financial policies of your higher education institution. Please specify the degree of influence for each actor or stakeholder group

No influence	Little influence	Some influence	Much influence	Not relevant	Don't know
--------------	------------------	----------------	----------------	--------------	------------

Same as previous (i.e. Q 12)

18. Determining the conditions of employment for the staff of your higher education institution. Please specify the degree of influence for each actor or stakeholder group

Answer 1c

stakeholder group

No influence	Little influence	Some influence	Much influence	Not relevant	Don't know
--------------	------------------	----------------	----------------	--------------	------------

Same as previous (i.e. Q 12)

16. Determining how the quality of teaching and learning in higher education institutions in your country should be assessed and assured. Please specify the degree of influence for each actor or stakeholder group

No influence	Little influence	Some influence	Much influence	Not relevant	Don't know
--------------	------------------	----------------	----------------	--------------	------------

Same as previous (i.e. Q 12)

Please indicate how much influence each of the following actors or stakeholder groups currently has on the various policy areas identified in the following questions. Please answer these questions on the basis of the general pattern for higher education institutions in your country.

17. Determining the internal financial policies of higher education institutions in your country. Please specify the degree of influence for each actor or stakeholder group

No influence	Little influence	Some influence	Much influence	Not relevant	Don't know
--------------	------------------	----------------	----------------	--------------	------------

Same as previous (i.e. Q 12)

18. Determining the conditions of employment for staff for higher education institutions in your country. Please specify the degree of influence for each actor or stakeholder group

*Answers 1a & 1b*

No influence	Little influence	Some influence	Much influence	Not relevant	Don't know
<i>Same as previous (i.e. Q 12)</i>					

Please indicate how much influence each of the following actors or stakeholder groups *currently* has on the various policy areas identified in the following questions.

19. Determining access policies and admission criteria for first year (Bachelor or Certificate/Diploma) students at your higher education institution. *Please specify the degree of influence for each actor or stakeholder group*

No influence	Little influence	Some influence	Much influence	Not relevant	Don't know
<i>Same as previous (i.e. Q 12)</i>					

20. Determining the policies of your higher education institution in the area of entering public-private partnerships. *Please specify the degree of influence for each actor or stakeholder group*

No influence	Little influence	Some influence	Much influence	Not relevant	Don't know
<i>Same as previous (i.e. Q 12)</i>					

**SECTION 4: Internal Governance Systems, Procedures and Arrangements**

In this section we ask you to answer four questions relating to internal governance arrangements at your institution.

*Answer 1c*

No influence	Little influence	Some influence	Much influence	Not relevant	Don't know
<i>Same as previous (i.e. Q 12)</i>					

Please indicate how much influence each of the following actors or stakeholder groups *currently* has on the various policy areas identified in the following questions. Please answer these questions on the basis of the general pattern for higher education institutions in your country.

19. Determining access policies and admission criteria for first year students (Bachelor or Certificate/Diploma) at higher education institutions in your country. *Please specify the degree of influence for each actor or stakeholder group*

No influence	Little influence	Some influence	Much influence	Not relevant	Don't know
<i>Same as previous (i.e. Q 12)</i>					

20. Determining the policies of higher education institutions in your country in the area of entering public-private partnerships. *Please specify the degree of influence for each actor or stakeholder group*

No influence	Little influence	Some influence	Much influence	Not relevant	Don't know
<i>Same as previous (i.e. Q 12)</i>					

(no questions 21-24)

21. Please indicate to what extent the following systems or procedures exist in your higher education institution:

	Not deve- loped	In deve- lopment phase	Deve- loped but still new	Deve- loped and in use for at least 3 years	Don't know	Not relevant
<u>Institutional system for the evaluation of teaching and learning</u>						
<u>Institutional system for the evaluation of research</u>						
<u>Institutional procedures for rewarding research performance</u>						
<u>Institutional office for internationalisation</u>						
<u>Institutional funding systems that reward teaching performance, including the number of graduates</u>						
<u>Institutional procedures for the commercialisation of knowledge</u>						

(no questions 21-24)

22. In your view, to what extent are the current internal governance structures of your higher education institution characterised by:

	Not at all	Yes, to some extent	Yes, to a large extent	Don't know
Openness (e.g., clearly understood procedures, access to information)				
The inclusion of external stakeholders (e.g., industry, local communities)				
Accountability (e.g., monitoring and reporting systems)				
Significant participation from staff and students				
Effectiveness (e.g., in meeting important institutional objectives)				
Coherence (e.g., policies are integrated across different policy areas, and across faculties/schools)				

23. Please indicate your personal view on the importance of these dimensions of internal governance. Would you prefer the internal governance structures of your higher education institution to be *more characterised by*:

	Not at all	Yes, to some extent	Yes, to a large extent	Don't know
Same as previous (i.e. Q 22)				

24. To what extent do the following statements on internal governance arrangements apply to your higher education institution?

(no questions 21-24)

The internal governance arrangements....

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
... enhance the strategic capabilities of the institution (e.g., long-term thinking)					
... are bureaucratic (e.g., time-consuming)					
... stimulate increased institutional performance (e.g., increased efficiency)					
... create a strong focus on the quality of teaching and learning (e.g., actions to improve programme quality)					
... are characterised by clear responsibilities and duties					
... are too dominated by the institutional leadership (e.g., president, rector)					
... stimulate increased entrepreneurialism (e.g., public-private partnerships)					
... are capable of dealing with future challenges (e.g., increased competition)					

(no questions 21-24)

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**SECTION 5 - Future Developments in Higher Education Policy**

In this final section we ask you to identify three aspects of higher education in your country that in your view need to be improved.

25. Please identify the three aspects of the functioning of higher education institutions in your country that in your view most need to be improved within the next three years.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

Thank you for your kind co-operation!

# Survey results

## General statistics on response

*Response rates of institutional representatives by country in %*

	# Institutions (CHEPS estimate)		# institutions participating in surveys	% participating institutions	# of respondents identified	# of completed questionnaires	% response
<b>Austria</b>	universities	31	31%	-	-	-	-
	vocational	19	19%	-	-	-	-
	other HEI	49	49%	-	-	-	-
	<i>Total</i>	<i>99</i>	<i>100%</i>	<i>16</i>	<i>16%</i>	<i>53</i>	<i>20</i>
<b>Belgium</b>	universities	15	16%	-	-	-	-
	vocational	56	58%	-	-	-	-
	other HEI	25	26%	-	-	-	-
	<i>Total</i>	<i>96</i>	<i>100%</i>	<i>17</i>	<i>18%</i>	<i>100</i>	<i>53</i>
<b>Bulgaria</b>	universities	42	46%	-	-	-	-
	vocational	50	54%	-	-	-	-
	other HEI	0	-	-	-	-	-
	<i>Total</i>	<i>92</i>	<i>100%</i>	<i>4</i>	<i>4%</i>	<i>12</i>	<i>5</i>
<b>Croatia</b>	universities	6	30%	-	-	-	-
	vocational	8	40%	-	-	-	-
	other HEI	6	30%	-	-	-	-
	<i>Total</i>	<i>20</i>	<i>100%</i>	<i>1</i>	<i>5%</i>	<i>7</i>	<i>10</i>
<b>Cyprus</b>	universities	2	6%	-	-	-	-
	vocational	31	94%	-	-	-	-
	other HEI	0	-	-	-	-	-
	<i>Total</i>	<i>33</i>	<i>100%</i>	<i>2</i>	<i>6%</i>	<i>3</i>	<i>2</i>
<b>Czech Rep</b>	universities	24	96%	-	-	-	-
	vocational	0	-	-	-	-	-
	other HEI	1	4%	-	-	-	-
	<i>Total</i>	<i>25</i>	<i>100%</i>	<i>5</i>	<i>20%</i>	<i>25</i>	<i>8</i>
<b>Denmark</b>	universities	12	11%	-	-	-	-
	vocational	49	45%	-	-	-	-
	other HEI	49	45%	-	-	-	-
	<i>Total</i>	<i>110</i>	<i>100%</i>	<i>20</i>	<i>18%</i>	<i>95</i>	<i>46</i>
<b>Estonia</b>	universities	12	26%	-	-	-	-
	vocational	10	21%	-	-	-	-
	other HEI	25	53%	-	-	-	-
	<i>Total</i>	<i>47</i>	<i>100%</i>	<i>11</i>	<i>23%</i>	<i>51</i>	<i>20</i>
<b>Finland</b>	universities	20	39%	-	-	-	-
	vocational	31	61%	-	-	-	-
	other HEI	0	-	-	-	-	-
	<i>Total</i>	<i>51</i>	<i>100%</i>	<i>17</i>	<i>33%</i>	<i>120</i>	<i>57</i>
<b>France</b>	<i>See end of table</i>						
<b>Germany</b>	universities	103	27%	-	-	-	-
	vocational	202	53%	-	-	-	-



	other HEI	74	20%	-	-	-	-	-
	<i>Total</i>	379	100%	47	12%	226	64	28%
<b>Greece</b>	universities	22	58%	-	-	-	-	-
	vocational	16	42%	-	-	-	-	-
	other HEI	0	-	-	-	-	-	-
	<i>Total</i>	38	100%	5	13%	23	7	30%
<b>Hungary</b>	universities	25	35%	-	-	-	-	-
	vocational	47	65%	-	-	-	-	-
	other HEI	0	-	-	-	-	-	-
	<i>Total</i>	72	100%	9	13%	29	6	21%
<b>Iceland</b>	universities	9	100%	-	-	-	-	-
	vocational	0	-	-	-	-	-	-
	other HEI	0	-	-	-	-	-	-
	<i>Total</i>	9	100%	2	22%	8	6	75%
<b>Ireland</b>	universities	7	35%	-	-	-	-	-
	vocational	13	65%	-	-	-	-	-
	other HEI	0	-	-	-	-	-	-
	<i>Total</i>	20	100%	10	50%	36	24	67%
<b>Italy</b>	universities	90	100%	-	-	-	-	-
	vocational	0	-	-	-	-	-	-
	other HEI	0	-	-	-	-	-	-
	<i>Total</i>	90	100%	17	19%	91	22	24%
<b>Latvia</b>	universities	36	64%	-	-	-	-	-
	vocational	20	36%	-	-	-	-	-
	other HEI	0	-	-	-	-	-	-
	<i>Total</i>	56	100%	8	14%	24	10	42%
<b>Liechtenstein</b>	universities	0	-	-	-	-	-	-
	vocational	3	100%	-	-	-	-	-
	other HEI	0	-	-	-	-	-	-
	<i>Total</i>	3	100%	1	33%	8	6	75%
<b>Lithuania</b>	universities	21	55%	-	-	-	-	-
	vocational	17	45%	-	-	-	-	-
	other HEI	0	-	-	-	-	-	-
	<i>Total</i>	38	100%	9	24%	40	18	45%
<b>Luxemburg</b>	universities	1	25%	-	-	-	-	-
	vocational	0	-	-	-	-	-	-
	other HEI	3	75%	-	-	-	-	-
	<i>Total</i>	4	100%	1	25%	3	1	33%
<b>Malta</b>	universities	1	50%	-	-	-	-	-
	vocational	0	-	-	-	-	-	-
	other HEI	1	50%	-	-	-	-	-
	<i>Total</i>	2	100%	2	100%	7	0	0%
<b>Netherlands</b>	universities	14	11%	-	-	-	-	-
	vocational	49	39%	-	-	-	-	-
	other HEI	62	50%	-	-	-	-	-
	<i>Total</i>	125	100%	9	7%	25	15	60%
<b>Norway</b>	universities	12	25%	-	-	-	-	-
	vocational	34	71%	-	-	-	-	-
	other HEI	2	4%	-	-	-	-	-
	<i>Total</i>	48	100%	15	31%	75	49	65%
<b>Poland</b>	universities	246	58%	-	-	-	-	-
	vocational	0	-	-	-	-	-	-
	other HEI	181	42%	-	-	-	-	-

	<i>Total</i>	427	100%	24	6%	113	25	22%
<b>Portugal</b>	universities	30	19%	-	-	-	-	-
	vocational	132	81%	-	-	-	-	-
	other HEI	0	-	-	-	-	-	-
	<i>Total</i>	162	100%	19	12%	89	28	31%
<b>Romania</b>	universities	94	100%	-	-	-	-	-
	vocational	0	-	-	-	-	-	-
	other HEI	0	-	-	-	-	-	-
	<i>Total</i>	94	100%	17	18%	71	26	37%
<b>Slovak Rep</b>	universities	23	100%	-	-	-	-	-
	vocational	0	-	-	-	-	-	-
	other HEI	0	-	-	-	-	-	-
	<i>Total</i>	23	100%	3	13%	18	7	39%
<b>Slovenia</b>	universities	3	23%	-	-	-	-	-
	vocational	0	-	-	-	-	-	-
	other HEI	10	77%	-	-	-	-	-
	<i>Total</i>	13	100%	5	38%	3	5	167%
<b>Spain</b>	universities	70	100%	-	-	-	-	-
	vocational	0	-	-	-	-	-	-
	other HEI	0	-	-	-	-	-	-
	<i>Total</i>	70	100%	10	14%	42	13	31%
<b>Sweden</b>	universities	15	31%	-	-	-	-	-
	vocational	34	69%	-	-	-	-	-
	other HEI	0	-	-	-	-	-	-
	<i>Total</i>	49	100%	16	33%	105	39	37%
<b>Turkey</b>	universities	93	100%	-	-	-	-	-
	vocational	0	-	-	-	-	-	-
	other HEI	0	-	-	-	-	-	-
	<i>Total</i>	93	100%	11	12%	45	14	31%
<b>UK</b>	universities	170	100%	-	-	-	-	-
	vocational	0	-	-	-	-	-	-
	other HEI	0	-	-	-	-	-	-
	<i>Total</i>	170	100%	38	22%	165	67	41%
<b>TOTAL (exclude France)</b>		<b>2558</b>	-	<b>371</b>	<b>15%</b>	<b>1712</b>	<b>673</b>	<b>33%</b>
	universities	1249	49%	-	-	-	-	-
	prof. HEI	821	32%	-	-	-	-	-
	other HEI	488	19%	-	-	-	-	-
	<i>Total</i>	2558	100%	371	15%	1712	673	33%

<b>France</b>	universities	559	14%	-	-	-	-	-
	prof. HEI	1056	26%	-	-	-	-	-
	other HEI*	2516	61%	-	-	-	-	-
	<i>Total</i>	4131	100%	51	1%	142	51	25%

\*)classes secondaire (STS and CPG) and IUT not in surveys

<b>TOTAL (include France)</b>		<b>6689</b>	-	<b>422</b>	<b>6%</b>	<b>1854</b>	<b>724</b>	<b>39%</b>
	universities	1808	27%	-	-	-	-	-
	prof. HEI	1877	28%	-	-	-	-	-
	other HEI	3004	45%	-	-	-	-	-
	<i>Total</i>	6689	100%	422	6%	1854	724	39%

*Response rates of system representatives by country in %*

	<b># of respondents identified</b>	<b># of completed questionnaires</b>	<b>% response</b>
Austria	13	4	31%
Belgium	35	9	26%
Bulgaria	0	0	0%
Croatia	21	6	29%
Cyprus	32	6	19%
Czech Rep	21	6	29%
Denmark	18	6	33%
Estonia	23	14	61%
Finland	0	0	0%
France	0	1	
Germany	13	11	85%
Greece	6	1	17%
Hungary	12	3	25%
Iceland	13	7	54%
Ireland	21	13	62%
Italy	24	1	4%
Latvia	10	3	30%
Liechtenstein	19	6	32%
Lithuania	15	3	20%
Luxemburg	0	0	0%
Malta	0	0	0%
Netherlands	30	11	37%
Norway	1	1	100%
Poland	0	0	0%
Portugal	0	0	0%
Romania	0	0	0%
Slovak Rep	13	5	38%
Slovenia	15	5	33%
Spain	0	0	0%
Sweden	15	8	53%
Turkey	0	0	0%
UK	15	5	33%
<b>TOTAL</b>	<b>385</b>	<b>135</b>	<b>35%</b>

# Survey results

## SECTION 1: General information

In the email asking you to participate in this survey we indicated whether your name had been given to us by your institution or by the Ministry responsible for higher education in your country. Please indicate which of the following categories you fall within. N = 833. Percent.

- A I am a staff member of a higher education institution and my name was given to you by my higher education institution: 80%
- B I am an external member of a governing board of a higher education institution and my name was given to you by this institution: 4%
- C I work with an organization that is concerned with the higher education system in my country and my name was given to you by the Ministry: 16%

Total 100%

For those working in or with an academic institution, please indicate the category that best fits your institution. N = 807. Percent.

- A Comprehensive research university: 29%
- B Specialised research university (e.g. technical, medical, agricultural): 17%
- C Comprehensive professional/vocational higher education institution (e.g., University of Applied Sciences, hogeschool, Fachhochschule, polytechnic): 23%
- D Specialised professional/vocational education institution (e.g., in teacher training, business administration; engineering, or nursing): 10%
- E Other (please specify): 21%

Total 100%

Please indicate the ownership status of your institution. N = 692. Percent

- A public institution: 85%
- B private institution: 15%

Total 100%

Please indicate the number of students (head count) undertaking full- and part-time studies at your institution. N = 687. Percent.

- A Less than 5.000 45%
- B Between 5.000 and 10.000 19%
- C Between 10.000 and 20.000 20%
- D Between 20.000 and 30.000 10%
- E More than 30.000 7%

Total 100%

Please indicate the highest academic degree currently offered by your institution. N = 685. Percent.

- A PhD (or equivalent) 67%
- B Master (or equivalent) 20%
- C Bachelor (or equivalent) 8%
- D Other 6%

Total 100%

Please indicate at which level in the institution your current position is located. N = 652. Percent.

- A Central level 43%
- B Faculty/school level 33%
- C Department/basic unit/institute/research centre level 24%

Total 100%

Formally, how would you describe (or characterise) your current position? N = 660. Percent.

- A Leadership, e.g. rector/president/vice chancellor, or dean, or head of department: 50%
- B Managerial, e.g. kanzler, university or faculty director, institutional secretary, registrar 10%
- C Administrative, e.g. head of institutional administrative unit, or head of administration at department level: 8%
- D Academic/Research: 26%
- E Other: 6%

Total 100%

## SECTION 2: General Changes in the Higher Education System in Your Country

In this section we ask you to answer five questions concerning developments in the higher education system in your country. These concern levels of competition, national policy, and the influence of different stakeholders in higher education policy matters.

Please indicate if any specific national policies or regulations have been introduced over the past decade in your country with the aim of increasing..... N = 782. Percent.

	Policies introduced	Policies not introduced	Don't know
...access to higher education	79	13	7
...graduation rates	69	20	12
...employability of graduates	52	31	17
...international mobility of students	86	9	5
...international mobility of academic staff	68	20	12
...the quality of teaching and learning	84	10	5
...research output	73	15	12
...the external funding of higher education	57	27	16
...the efficiency of the higher education sector	72	15	13

If specific national policies or regulations have been introduced, please indicate how you would characterise their effectiveness. N = 660. Percent.

	Not effective	Not very effective	Somewhat effective	Very effective	Don't know
Access to higher education	2	15	56	24	3
Graduation rates	4	26	52	14	4
Employability of graduates	2	31	52	9	6
International mobility of students	2	17	53	26	2
International mobility of academic staff	4	30	47	17	2
Quality of teaching and learning	3	23	55	16	3
Research output	2	20	53	21	4
External funding of higher education	5	32	47	11	6
Efficiency of the higher education sector	5	29	52	10	4

Describe the current levels of competition between higher education institutions in your country in terms of...N = 780. Percent.

	No competition	Low level of competition	Moderate level of competition	High level of competition	Extremely high level of competition	Don't know
... the recruitment of academic staff	5	23	41	24	6	1
... the recruitment of students	2	13	29	41	14	1
... public funding in general	7	15	26	35	13	3
... basic research funding	4	9	22	37	21	7

Please indicate to what extent you think these levels of competition have changed over the last decade in terms of...N = 778. Percent.

	<b>Much less competition than before</b>	<b>Less competition than before</b>	<b>More competition than before</b>	<b>Much more competition before</b>	<b>No significant change occurred</b>	<b>Don't know</b>
...the recruitment of academic staff	-	5	51	19	21	4
...the recruitment of students	1	2	44	40	11	2
...public funding in general	-	2	43	32	17	6
...basic research funding	-	2	36	41	13	8

Please indicate for each of the following actors or stakeholder groups any changes that have occurred in their influence on national higher education policy compared to the situation a decade ago. N = 757. Percent.

	<b>No influence anymore</b>	<b>Considerably less influence than before</b>	<b>Less influence than before</b>	<b>More influence than before</b>	<b>Considerably more influence than before</b>	<b>No change occurred</b>	<b>Don't know</b>
The National Assembly/Parliament (or equivalent)	3	4	14	32	9	32	7
Government/Ministry of Education (or equivalent)	-	3	15	42	19	16	4
Regional government/ Authorities	7	4	11	25	9	36	8
National organisations (advisory bodies, representative bodies etc.)	2	2	8	44	11	23	10
Institutional leadership (rectors/presidents/vice-chancellors or equivalent)	-	2	9	46	24	15	4
Academic staff	1	9	28	27	5	27	3
Students	1	6	11	42	14	24	3
Institutional administrative/ support staff	3	5	14	27	4	39	8
External stakeholders (industry, business, etc)	2	1	3	58	15	16	5
The European Commission	2	-	1	48	19	19	10
Other: _____ (please specify)	-	-	-	-	-	-	-

### SECTION 3: The Influence of Different Stakeholder Groups on Different Aspects of Higher Education

Please indicate how much influence each of the following actors or stakeholder groups *currently* has on the various policy areas identified in the following questions. Please answer these questions on the basis of the general pattern for higher education institutions in your country.

Determining the *mission and overall strategy* of your higher education institution. *Please specify the degree of influence for each actor or stakeholder group.* N = 749. Percent

	No influence	Little influence	Some influence	Much influence	Not relevant	Don't know	Total
The National Assembly/Parliament (or equivalent)	11	25	36	19	6	3	100
Government/Ministry of Education (or equivalent)	4	9	27	57	2	1	100
Regional government/ Authorities	16	25	30	12	13	3	100
National organisations (advisory bodies, representative bodies etc.)	7	25	44	14	5	5	100
Institutional leadership (rectors/presidents/vice-chancellors or equivalent)	1	5	21	73	1	1	100
Academic staff	3	23	53	20	-	1	100
Students	4	33	49	12	1	1	100
Institutional administrative/ support staff	15	37	36	6	3	2	100
External stakeholders (industry, business, etc)	5	25	49	18	2	2	100
The European Commission	10	26	36	16	4	7	100

Determining the *internal governance structures* of your higher education institution. *Please specify the degree of influence for each actor or stakeholder group.* N = 744. Percent

	No influence	Little influence	Some influence	Much influence	Not relevant	I don't know	Total
The National Assembly/Parliament (or equivalent)	25	24	27	13	8	3	100
Government/Ministry of Education (or equivalent)	11	19	33	30	4	2	100
Regional government/ Authorities	34	23	19	6	13	4	100
National organisations (advisory bodies, representative bodies etc.)	22	32	27	8	6	5	100



	No influence	Little influence	Some influence	Much influence	Not relevant	I don't know	Total
Institutional leadership (rectors/presidents/vice-chancellors or equivalent)	1	4	18	75	1	1	100
Academic staff	3	23	52	20	-	2	100
Students	9	36	43	9	1	2	100
Institutional administrative/support staff	14	36	37	8	2	3	100
External stakeholders (industry, business, etc)	23	33	28	9	4	3	100
The European Commission	35	27	15	6	9	8	100

The decision to introduce a new study programme at your higher education institution. Please specify the degree of influence for each actor or stakeholder group. N = 742. Percent.

	No influence	Little influence	Some influence	Much influence	Not relevant	I don't know	Total
The National Assembly/Parliament (or equivalent)	49	23	12	6	9	1	100
Government/Ministry of Education (or equivalent)	17	19	22	38	3	1	100
Regional government/Authorities	31	28	20	8	10	2	100
National organisations (advisory bodies, representative bodies etc.)	18	33	32	12	3	3	100
Institutional leadership (rectors/presidents/vice-chancellors or equivalent)	1	5	22	72	-	-	100
Academic staff	2	9	37	52	-	1	100
Students	12	37	40	9	1	1	100
Institutional administrative/support staff	33	38	19	6	2	2	100
External stakeholders (industry, business, etc)	9	27	44	16	2	2	100
The European Commission	37	27	14	7	9	7	100

Determining how the *quality of teaching and learning* in your higher education institution should be assessed and assured. *Please specify the degree of influence for each actor or stakeholder group.* N = 739. Percent.

	No influence	Little influence	Some influence	Much influence	Not relevant	I don't know	Total
The National Assembly/Parliament (or equivalent)	30	27	24	8	8	2	100
Government/Ministry of Education (or equivalent)	9	13	33	43	3	1	100
Regional government/ Authorities	39	24	16	7	12	2	100
National organisations (advisory bodies, representative bodies etc.)	11	22	35	26	3	3	100
Institutional leadership (rectors/presidents/vice-chancellors or equivalent)	1	4	27	67	1	1	100
Academic staff	2	14	39	44	-	1	100
Students	4	25	46	24	1	1	100
Institutional administrative/ support staff	22	35	31	7	3	2	100
External stakeholders (industry, business, etc)	23	33	31	8	3	2	100
The European Commission	32	24	21	8	7	7	100

Determining the *internal financial policies* of your higher education institution. *Please specify the degree of influence for each actor or stakeholder group.* N = 732. Percent.

	No influence	Little influence	Some influence	Much influence	Not relevant	I don't know	Total
The National Assembly/Parliament (or equivalent)	25	21	24	21	6	3	100
Government/Ministry of Education (or equivalent)	9	11	27	49	2	2	100
Regional government/ Authorities	33	26	16	10	12	3	100
National organisations (advisory bodies, representative bodies etc.)	31	33	22	6	4	4	100
Institutional leadership (rectors/presidents/vice-chancellors or equivalent)	1	5	15	76	1	1	100
Academic staff	13	35	40	9	1	2	100
Students	28	49	17	3	2	1	100
Institutional administrative/ support staff	23	36	27	10	2	2	100

	No influence	Little influence	Some influence	Much influence	Not relevant	I don't know	Total
External stakeholders (industry, business, etc)	32	36	19	6	4	3	100
The European Commission	40	27	14	2	8	8	100

Determining the *conditions of employment* for the staff of your higher education institution. *Please specify the degree of influence for each actor or stakeholder group.* N = 733. Percent.

	No influence	Little influence	Some influence	Much influence	Not relevant	I don't know	Total
The National Assembly/Parliament (or equivalent)	22	24	29	18	6	2	100
Government/Ministry of Education (or equivalent)	9	13	31	43	2	1	100
Regional government/ Authorities	43	20	12	10	13	3	100
National organisations (advisory bodies, representative bodies etc.)	25	29	27	11	5	3	100
Institutional leadership (rectors/presidents/vice-chancellors or equivalent)	1	8	24	67	-	1	100
Academic staff	10	29	43	16	1	1	100
Students	49	32	13	2	2	1	100
Institutional administrative/ support staff	25	35	28	8	2	2	100
External stakeholders (industry, business, etc)	45	33	13	2	4	2	100
The European Commission	53	20	8	2	10	7	100

Determining *access policies and admission criteria* for first year (Bachelor or Certificate/Diploma) students at your higher education institution. *Please specify the degree of influence for each actor or stakeholder group.* N = 726. Percent.

	No influence	Little influence	Some influence	Much influence	Not relevant	I don't know	Total
The National Assembly/Parliament (or equivalent)	24	21	25	20	6	3	100
Government/Ministry of Education (or equivalent)	8	11	28	50	3	1	100

	No influence	Little influence	Some influence	Much influence	Not relevant	I don't know	Total
Regional government/ Authorities	48	20	9	8	13	3	100
National organisations (advisory bodies, representative bodies etc.)	26	31	24	9	6	3	100
Institutional leadership (rectors/presidents/vice- chancellors or equivalent)	4	10	33	50	1	1	100
Academic staff	14	22	32	29	2	1	100
Students	38	38	17	3	4	1	100
Institutional administrative/ support staff	43	30	18	4	4	2	100
External stakeholders (industry, business, etc)	45	32	13	2	6	2	100
The European Commission	53	20	8	2	10	7	100

Determining the policies of your higher education institution in the area of *entering public-private partnerships*.  
Please specify the degree of influence for each actor or stakeholder group. N = 722. Percent.

	No influence	Little influence	Some influence	Much influence	Not relevant	Don't know	Total
The National Assembly/Parliament (or equivalent)	23	24	28	11	7	7	100
Government/Ministry of Education (or equivalent)	9	18	36	27	5	5	100
Regional government/ Authorities	21	24	29	9	11	6	100
National organisations (advisory bodies, representative bodies etc.)	19	32	30	7	5	7	100
Institutional leadership (rectors/presidents/vice- chancellors or equivalent)	1	4	18	72	2	3	100
Academic staff	8	25	39	20	3	4	100
Students	42	37	11	1	5	5	100
Institutional administrative/ support staff	30	34	21	5	5	4	100
External stakeholders (industry, business, etc)	10	15	39	26	4	5	100
The European Commission	35	24	16	3	10	12	100

#### SECTION 4: Internal Governance Systems, Procedures and Arrangements

In this section we ask you to answer four questions relating to internal governance arrangements at your institution.

Please indicate to what extent the following systems or procedures exist in your higher education institution. N = 623. Percent.

	Not developed	In development phase	Developed but still new	Developed and in use for at least 3 years	Don't know	Not relevant
Institutional system for the evaluation of teaching and learning	3	17	24	56	1	-
Institutional system for the evaluation of research	15	26	21	32	2	4
Institutional procedures for rewarding research performance	26	21	20	27	3	4
Institutional office for internationalisation	5	9	16	66	3	-
Institutional funding systems that reward teaching performance, including the number of graduates	46	15	11	21	3	3
Institutional procedures for the commercialisation of knowledge	29	24	18	22	5	4

In your view, to what extent are the current internal governance structures of your higher education institution characterised by. N = 622. Percent.

	Not at all	Yes, to some extent	Yes, to a large extent	Don't know
Openness (e.g., clearly understood procedures, access to information)	5	49	46	1
The inclusion of external stakeholders (e.g., industry, local communities)	18	58	21	3
Accountability (e.g., monitoring and reporting systems)	6	50	42	2
Significant participation from staff and students	6	56	37	1
Effectiveness (e.g., in meeting important institutional objectives)	5	61	31	2
Coherence (e.g., policies are integrated across different policy areas, and across faculties/schools)	10	62	24	4

Please indicate your personal view on the importance of these dimensions of internal governance. Would you prefer the internal governance structures of your higher education institution to be *more characterised by*. N = 616. Percent.

	Not at all	Yes, to some extent	Yes, to a large extent	Don't know
Openness (e.g., clearly understood procedures, access to information)	5	23	71	1
The inclusion of external stakeholders (e.g., industry, local communities)	13	52	31	3
Accountability (e.g., monitoring and reporting systems)	9	36	53	2
Significant participation from staff and students	7	38	54	1
Effectiveness (e.g., in meeting important institutional objectives)	4	25	70	2
Coherence (e.g., policies are integrated across different policy areas, and across faculties/schools)	5	29	64	2

To what extent do the following statements on internal governance arrangements apply to your higher education institution? N = 622. Percent.

The internal governance arrangements....

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Don't know</b>
... enhance the strategic capabilities of the institution (e.g., long-term thinking)	3	15	60	19	4
... are bureaucratic (e.g., time-consuming)	3	34	46	15	2
... stimulate increased institutional performance (e.g., increased efficiency)	3	22	59	12	4
... create a strong focus on the quality of teaching and learning (e.g., actions to improve programme quality)	4	22	53	19	3
... are characterised by clear responsibilities and duties	4	28	56	9	3
... are too dominated by the institutional leadership (e.g., president, rector)	6	53	26	12	3
... stimulate increased entrepreneurialism (e.g., public-private partnerships)	6	33	46	6	9
... are capable of dealing with future challenges (e.g., increased competition)	4	19	57	12	8