

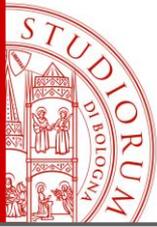
University of *Ljubljana*



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA

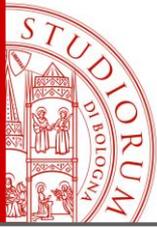
DEHEMS Results on HE Management Systems in 6 EU Countries

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Summary

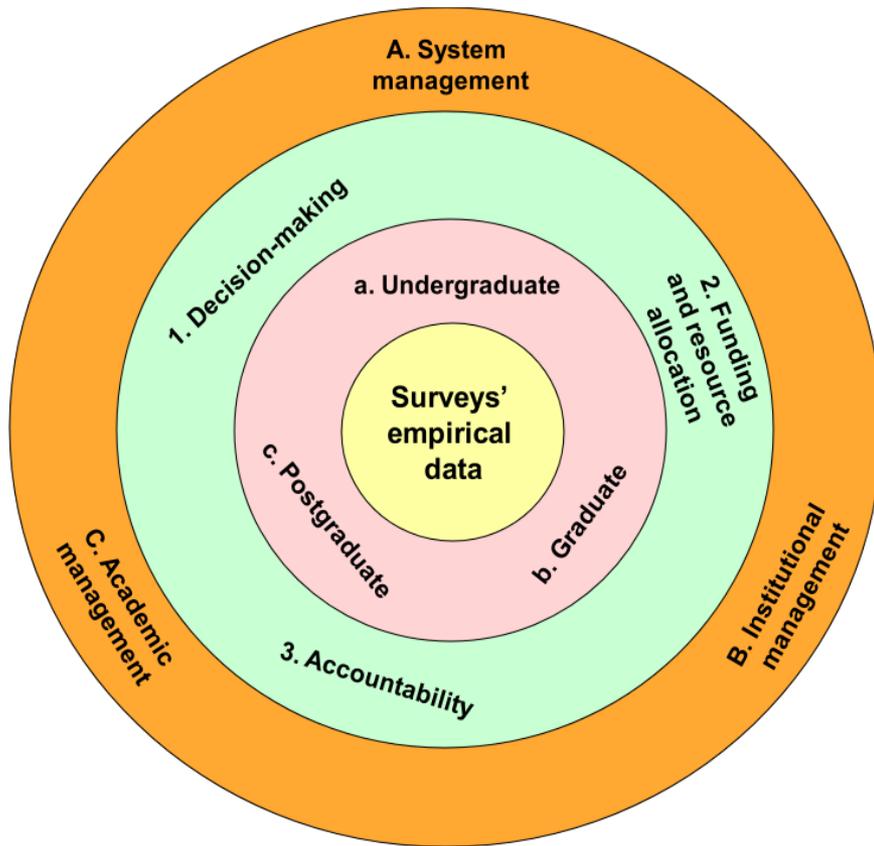
- Research questions
- Methodology and target stakeholders
- Interviews
 - Structural characteristics of the systems and use of data for system administration
 - Assessment on the use of hard data on student employability for system improvement
- Findings
- Conclusion



Research questions

- How does HE management take into account employability data and survey?
- How HE management should/could take into account /How much is and should be evidence driven?
- Do relevant stakeholders share the picture?
What is the degree of HEM responsiveness to stakeholder needs?

The conceptual frame of HEM



HE domains of data collection:

Business and Economics
Education and Teaching
Medicine and Pharmacology
Engineering
Natural Sciences
Sociology and Political Studies

HE activities:

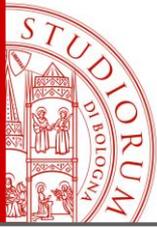
teaching
research
support services

HE management systems:

Decision-making (strategic planning);
Funding and resources allocation (budgeting);
Accountability (performance measurement,
academic responsibility, transparency).

HE management levels:

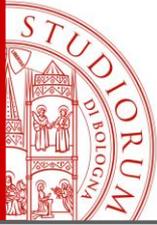
System management (State, Region, Local)
Institutional management (University, Campus)
Academic management (Faculty, Department,
Institute, etc.).



Methodology and target stakeholders

- Semi-structured qualitative interviews
- 15-16 interviews conducted by each project partner
- Interviewees:
 - HE policy makers
 - Employers
 - Representatives of trade unions
 - Representatives of student organisations.

Limited number of interviews and the different composition of the group of interviewees across countries limit the direct comparability and the possibility of generalizing results

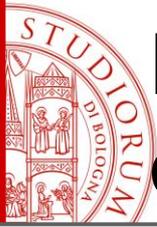


The interviews - main dimensions

- **Structural characteristics of the systems and use of data for system administration**
 - how hard data is used in the implementation of higher education programmes in terms of accreditation and reaccreditation of study programmes, practical training, career advising, cooperation with the world of work
- **Assessment on the use of hard data on student employability for system improvement**
 - what would be desired situation in terms of use of data and interaction with HE institutions

Findings

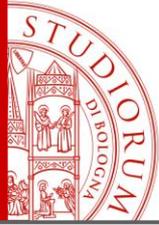
- Different use of employability data and implementation of graduate surveys
- Germany and Italy: systematic approaches to data collection of student outcomes and labour market results but limited use in terms of HE management
- Poland: lack of systemic instrument for acquiring information on the outcomes of HE graduates
- Turkey: dual process. State universities depend on the bureaucratic indications; private universities are more responsive to market needs



Higher education management perspectives on graduates' professional careers

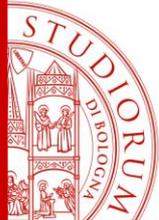
Short v.s. Long term success

- *“short-term career success as possession of competences that enable the graduates to get employed and that the time of school-to-work transition is as short as possible”*
- *“successful graduates make something good for the society, for the company, for the family and for themselves. The employment itself is not a success”*



Curricula and Market Orientation

- *A sense of Rigidity*
 - *Employers have to accept what we produce*
 - *We cannot ever train our students for a specific job on the job market because we can never predict what job they are going to get after they leave the university*
 - *Changes in curricula can hardly be said to be market-driven, but reflect rather the lobbying forces in central bodies responsible for curricula development*

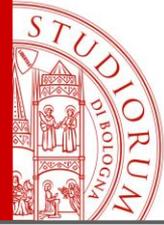


Curricula and Market Orientation

- Flexible systems

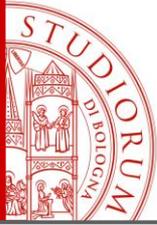
No external limits (i.e. Austria, Germany):

- *advisory board is of course to deepen the link between the economy and the faculty with the goal to support graduates in their transition to work*



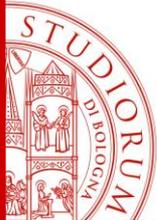
Stakeholders perspectives (**Findings**)

- **Employers position**
 - need for balancing scientific and practical skills in HE programs (person-job-fit);
 - need for the implementation of HE programs and more formal involvement in planning and delivering the HE curriculum.
- **Trade union position**
 - scarce use of hard data on graduate labour market outcomes as a means for the devising and organizing of university curricula;
 - greater involvement of social partners in the planning of HEI activities



Findings

- **Student organisations position**
 - relevance of student bodies and committees as stakeholders of HEIs: use of student assessment of course quality
 - need of a more institutionalized approach to some key-aspects such as:
 - *internationalization*
 - *internships*
 - *soft skills*



Conclusion

- A range of institutions (from the individual university to the central government depending on the country) responsible for the aspects related to recognition of studies, validity of degrees, accreditation of programs
- Rather scattered picture about the potential use of hard data for HE system administration
 - use data is left to the initiative of individual HE institutions,
 - alignment with the world of work as responsibility of the individual university
- HE institutions, tend to limit the interaction of stakeholders in the HE management process
- Stakeholders share the need of relying on hard evidence and on a closer collaboration with HEI