

BIBLIOGRAPHIE

Bibliographical resources on University Autonomy

January 2025

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European Higher Education Area/ General documentation

Academic Freedom and Institutional Autonomy: Commitments Must be Followed by Action

(2019). Joint statement by All European Academies, EUA and Science Europe.

EUA, All European Academies (ALLEA) and Science Europe have issued a joint statement on the urgent need to back commitments to academic freedom and university autonomy with solid actions. The three partners, representing a vast section of Europe's research and higher education system, maintain that academic freedom and institutional autonomy are of fundamental importance and value to society.

<https://www.eua.eu/downloads/content/academic%20freedom%20statement%20april%202019.pdf>

BENNETOT PRUVOT Enora, ESTERMANN Thomas, POPKHADZE, Nino

University autonomy in Europe IV: Country profiles (I): Austria, Denmark, Finland, Germany, Iceland, Ireland, Norway, Poland, Sweden, Switzerland

Brussels : EUA : European university association, 10/2023, 04/2023, 83 p.

The Scorecard country profiles delve into in-depth system analyses, offering insights into recent developments and presenting the sector's perspective on various aspects. For the first time, each profile better contextualises the higher education landscape via a dedicated section, along with radar charts that visualise the system in question's autonomy score. For this edition, the country profiles will be released in three batches. This first batch comprises the following systems: Austria, Denmark, Finland, Germany (Brandenburg, Hesse, North-Rhine Westphalia), Iceland, Ireland, Norway, Poland, Sweden, and Switzerland. With more than 30 indicators, the Scorecard methodology offers evidence of institutional autonomy across four key dimensions: 1) Organisational autonomy (covering academic and administrative structures, leadership, and governance); 2) Financial autonomy (covering the ability to raise funds, own buildings, borrow money, and set tuition fees); 3) Staffing autonomy (including the ability to recruit independently, promote, and develop academic and non-academic staff); 4) Academic autonomy (including study fields, student numbers, student selection as well as the structure and content of degrees).

https://www.eua.eu/downloads/publications/autonomy%20scorecard%20country%20profiles_batch_1.pdf

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BENNETOT PRUVOT Enora, ESTERMANN Thomas, POPKHADZE, Nino

University autonomy in Europe IV: Country profiles (II): Flanders (Belgium), Czechia, Estonia, Georgia, Italy, Latvia, Luxembourg, Netherlands, Romania, Serbia

Brussels : EUA : European university association, 12/2023, 73 p.

The 2023 edition of the European University Association's Autonomy Scorecard, the most comprehensive yet, provides a full comparative analysis of the state of play of university autonomy in 35 higher education systems in Europe. For the first time, each profile better contextualises the higher education landscape via a dedicated section, along with radar charts that visualise the system in question's autonomy score. For this edition, the country profiles are released in three batches. This second batch comprises the following systems: Flanders (Belgium), Czechia, Estonia, Georgia, Italy, Latvia, Luxembourg, Netherlands, Romania, and Serbia.

https://www.eua.eu/images/pdf/UPDATED_Autonomy_scorecard_country_profiles_Batch_2.pdf

BENNETOT PRUVOT Enora, ESTERMANN Thomas, POPKHADZE, Nino

University autonomy in Europe IV: Country profiles (III): Wallonia-Brussels (Belgium), Croatia, Cyprus, England (UK), France, Lithuania, Portugal, Scotland (UK), Slovakia, Slovenia, Spain, Türkiye

Brussels : EUA : European university association, 12/2023, 04/2024, 96 p.

The 2023 edition of the European University Association's Autonomy Scorecard, the most comprehensive yet, provides a full comparative analysis of the state of play of university autonomy in 35 higher education systems in Europe. For the first time, each profile better contextualises the higher education landscape via a dedicated section, along with radar charts that visualise the system in question's autonomy score. For this edition, the country profiles are released in three batches. This final batch comprises the following systems: Wallonia-Brussels (Belgium), Croatia, Cyprus, England (UK), France, Lithuania, Portugal, Scotland (UK), Slovakia, Slovenia, Spain and Türkiye.

https://www.eua.eu/images/publications/autonomy_scorecard_country_profiles_batch_3.pdf

BERGAN Sjur, GALLAGHER Tony, HARKAVY Ira (eds.)

Academic freedom, institutional autonomy and the future of democracy

Strasbourg : Council of Europe, 2020, 265 p.

Academic freedom and institutional autonomy are increasingly important components of the development of democracy. At the same time, these fundamental democratic values are subject to pressure in many countries.

The relationship between academic freedom, institutional autonomy and democracy is fundamental: it is barely conceivable that they could exist in a society not based on democratic principles, and democracy is enriched when higher education institutions operate on this basis. Higher education institutions need to be imbued with democratic culture and that, in turn, helps to promote democratic values in the wider society. None of these issues are simple and the lines between legitimacy and illegitimacy are sometimes hard to discern, as is illustrated by perspectives from Europe, North America, Asia, Australia and the Mediterranean region.

https://www.congreso.es/docu/docum/ddocum/dosieres/sleg/legislatura_14/spl_59/pdfs/26.pdf

BULVINSKA Oksana

University autonomy – A sufficient or necessary condition for the quality of higher education? Experience of educational debates

Continuing Professional Education Theory and Practice, vol. 79, n°2, 2024, p. 141-152

The article is dedicated to presenting the experience of conducting debates on the impact of university autonomy on the improvement of higher education quality. It emphasizes that university autonomy is a fundamental academic value and a strategic direction of development for the European Higher Education Area, as well as a key feature of a democratic society and a condition for enhancing the quality of higher education and research. Debates are characterized as an educational technology and their role in the development of professional and general competencies of third-level (educational-scientific level) higher education seekers, enhancing the level of communication skills and interactive ability for partnership interaction, teamwork skills, as well as affirming democratic values, tolerance, honesty, and respect for opponents. The arguments presented by members of the affirmation team during the debates demonstrated that university autonomy in all four dimensions (organizational, personnel, financial, and academic) allows for the creation of a self-regulated and authoritative environment conducive to improving the quality of higher education, and also obliges universities to bear responsibility to society, as they play a key role in the development of a democratic and inclusive society, sustainable and environmentally safe economic and social development, in the development of the economy and improvement of living standards. In contrast, the opposing team argued the possibilities of centralized regulation by the state in enhancing the quality of higher education and in the implementation of universities' social responsibility.

CHOI Seung-hyun

Identifying indicators of university autonomy according to stakeholders' interests

Tertiary Education and Management, vol. 25, n°1, 2019, p. 17-29

This paper is an attempt to reconcile two different perspectives and come up with a more comprehensive conceptualization of university autonomy by adopting a stakeholder approach in identifying indicators of university autonomy. One perspective views university autonomy as a protection of academic freedom and the other as a performance enhancer. In order to secure public support for university autonomy, a strategy to satisfy both perspectives is required. A stakeholder approach helps identifying stakeholder interests which leads to an analysis of what is expected in return for university autonomy. University autonomy indicators developed out of these interests would facilitate a measure to evaluate and secure academic freedom and institutional autonomy in a way that secures better support for university autonomy from higher education stakeholders. This paper examines existing literature to identify higher education stakeholders and their interests and comes up with an example of autonomy indicators that reflect these interests.

ESTERMANN Thomas, KUPRIYANOVA Veronika

Efficiency, Effectiveness and Value for Money at Universities : a ustream report

Brussels : EUA, 2019, 43 p.

This report provides a summary of key lessons, conclusions and considerations regarding efficiency, effectiveness and value for money in the university context learned from the USTREAM project. These findings are formulated in view of Europe's great diversity of higher education systems, frameworks and

institutions, based on the insights and evidence collected throughout the USTREAM project between 2016 and 2019. The key challenge for policy makers lies in the development of an 'optimum context'. This encompassing framework allows universities and other higher education institutions to be more efficient and effective. Such a fundamental task involves finding the right balance between autonomy and accountability, efficiency and quality, equity and effectiveness, trust and control, change and continuity, diversity and standardisation, output and input focus, top-down and bottom-up approach.

<https://www.eua.eu/downloads/publications/efficiency%20effectiveness%20and%20value%20for%20money.pdf>

ESTERMANN Thomas, BENNETOT PRUVOT Enora

"Institutional Autonomy in Higher Education"

in **Encyclopedia of International Higher Education Systems and Institutions** p.1-8, January 2018

University governance and the relationship between the state and higher education institutions are issues that have generated intense debate and reflection in the past decade. Institutional autonomy is widely considered as an important prerequisite for modern universities to be able to develop institutional profiles and to deliver efficiently on their missions. Discussions around university governance and autonomy arose across Europe in different contexts as a response to diverse challenges; as a result, the need emerged to develop a common terminology and structure to address such an important topic, with an increasing demand for comparability and benchmarking across.

FUMASOLI Tatiana, GORNITZKA Åse, MAASSEN Peter

University Autonomy and Organizational Change Dynamics

ARENA Working Paper, n°8, 2014, 26 p.

In this paper university autonomy is discussed from four different analytical perspectives. First, a discussion is presented of autonomy as conceptualized in the academic literature covering public sector governance in general. Second, the concept of autonomy is deconstructed through discussing its underlying assumptions and by examining the relationship between state authorities and universities. In so doing the paper proposes an institutional approach to the study of autonomy. Third, the way in which autonomy affects organizational design according to centralization, formalization, standardization, legitimization and flexibility is addressed. Fourth, relating the authors' interpretation of the living autonomy we will discuss how reforms that are aimed at enhancing university autonomy have affected the internal governance structure. The empirical setting consists of a study on flagship universities in eight continental European countries. First findings show tensions as a consequence of the ways in which enhanced institutional autonomy is interpreted, operationalized and used within flagship universities. These tensions are manifested by the nature of the interactions between the traditional academic domain and the emerging executive structure inside these institutions.

<https://www.sv.uio.no/arena/english/research/publications/arena-working-papers/2014/wp8-14.pdf>

GALÁN-MUROS Victoria, DAVIS Kelly, BOUCKAERT Mathias

Which countries recognize the autonomy of higher education institutions?

Caracas : UNESCO-IESALC, 2024, 6 p.

Institutional autonomy is the ability of HEIs to govern themselves. It can apply in areas such as governance, management and administration, admission of students, finances, teacher selection and promotion, curriculum, research priorities or social engagement activities. The exact definition of institutional autonomy remains an ongoing global debate. Consequently, institutional autonomy can be more difficult to measure, promote and advance. This Policy Insight explores whether national legislations worldwide explicitly recognize institutional autonomy of higher education institutions (HEIs) across the 146 countries featured in the HE Policy Observatory.

<https://unesdoc.unesco.org/ark:/48223/pf0000389676?posInSet=37&queryId=N-4e745074-f5ab-4e62-b19c-52b974f43755>

GLOBAL FORUM ON ACADEMIC FREEDOM, INSTITUTIONAL AUTONOMY, AND THE FUTURE OF DEMOCRACY

DECLARATION *June 21, 2019*

The Global Forum on Academic Freedom, Institutional Autonomy, and the Future of Democracy was held at Council of Europe headquarters in Strasbourg on 20 – 21 June 2019 and co-organized by the Council of Europe; the International Consortium for Higher Education, Civic Responsibility and Democracy; the

Organization of American States; the Magna Charta Observatory; and the International Association of Universities.

<https://rm.coe.int/global-forum-declaration-global-forum-final-21-06-19-003-/16809523e5>

HAUKLAND Linda Helén

The Bologna Process and HEIs Institutional Autonomy

Athens Journal of Education, vil. 7 n°4, 2020, p. 365-383

The Bologna Process has made a strong impact on the development of European higher education, although the greatest impact has not been from the process itself, but from the national reforms introduced along with it. With a relatively young higher education system, Norway was ahead of most European countries in implementing the Bologna Process and reforms indirectly linked to it. Due to path dependencies and the Higher Education Institutions being, to a certain extent, autonomous and carriers of their own culture, we cannot draw conclusions at the local level without empirical studies. Therefore, the case of Nord University shows us how this process directly and indirectly affected Higher Education Institutions in Norway. The Higher Education Institutions (HEI) integrated horizontally in an education system that was increasingly hierarchical and competitive. The need for standardization to secure equality and efficiency, and the demand for greater autonomy in the HEIs was answered by strengthening some and weakening other forms of institutional autonomy along with the establishment of a new accreditation system. Three dimensions of autonomy are touched on in this study. Firstly, the question of who has decision-making power in the HEIs defines whether they are ruled by professional or administrative autonomy. Secondly, the question of the HEIs' mission is decided either by the HEI itself, representing substantive autonomy, or by external demands on production and external funding, representing what I call beneficial autonomy. Finally, the question of how the HEIs fulfill their mission decides whether they have individual autonomy or procedural autonomy. In the last case, the HEIs are given external frameworks, which, to a great extent, define how they are to carry out their mission in order to succeed. The development of higher education in Norway shows how the introduction of the accreditation system hampered different types of institutional autonomy and strengthened others, a development that also brought dilemmas and tensions related to academic freedom. The Bologna Process played the role of both supplier of terms and a catalyst for these dilemmas. One of the consequences in Norway was a development where former colleges gained university status, among them Nord University (University of Nordland) in 2011.

<https://files.eric.ed.gov/fulltext/EJ1263649.pdf>

IAU; International Association of Universities (1998)

Academic Freedom, University Autonomy and Social responsibility. IAU Policy Statement

This statement was officially adopted by the 11th IAU General Conference in Durban, South Africa, in 2000. Recalling that at the International Conference convened by UNESCO in 1950, in Nice, the Universities of the World stipulated three indissociable principles for which every university should stand, namely: the right to pursue knowledge for its own sake and to follow wherever the search for truth may lead; the tolerance of divergent opinion and freedom from political interference; the obligation as social institutions to promote, through teaching and research, the principles of freedom and justice, of human dignity and solidarity, and to develop mutually material and moral aid on an international level, etc.

https://www.iau-aiu.net/IMG/pdf/academic_freedom_policy_statement.pdf

MACHERIDIS Nikos, PAULSSON Alexander

Tracing accountability in higher education

Research in Education, vol., 110, n°8, p. 78-97

Drawing upon earlier studies of reforms and institutional changes in higher education, the purpose of this paper is to trace how the understanding of accountability has changed over the past twenty years and how it is understood to have impacted on higher education institutions. We do so by reviewing more than 350 papers and by asking three questions: Who answers to whom? For what are they answering? And how to assess those accountability arrangements? With these three questions as guides, our results indicate that higher education institutions have been undergoing processes of what we term accountabilization. These results contribute to the scholarship on higher education governance by conceptualizing the processes of accountabilization.

<https://journals.sagepub.com/doi/full/10.1177/0034523721993143>

Magna Charta Observatory

Magna Charta Universitatum 2020

The Magna Charta Universitatum, a declaration and affirmation of the fundamental principles upon which the mission of universities should be based, was signed in 1988 on the occasion of the 900th anniversary of the University of Bologna. The first principle was independence: research and teaching must be intellectually and morally independent of all political influence and economic interests. The second was that teaching and research should be inseparable, with students engaged in the search for knowledge and greater understanding. The third principle identified the university as a site for free enquiry and debate, distinguished by its openness to dialogue and rejection of intolerance. "Intellectual and moral autonomy is the hallmark of any university and a precondition for the fulfilment of its responsibilities to society. That independence needs to be recognised and protected by governments and society at large, and defended vigorously by institutions themselves."

<https://www.magna-charta.org/magna-charta-universitatum/mcu2020>

MATEI Liviu, IWINSKA Julia

University Autonomy-A Practical Handbook

Budapest: Central European University. Higher Education Observatory, 2014, 74 p.

The aim of this report, which is presented in the format of a practical Handbook, is to provide a concise overview of the key practical Handbook, is to provide a concise overview of the key national studies and other higher education policy literature, as well as to elaborate on specific practical dimensions of institutional autonomy that may be relevant for Myanmar, primarily using examples from countries in Europe. The topic of university autonomy sparks a debate not only in contemporary Myanmar. From the early days of the first modern universities, it has been an important, and often contentious, matter. Today, as higher education is becoming more globalized, dynamic, more concerned about competitiveness based on knowledge production, and increasingly affected by both government regulations and market mechanisms, university autonomy has become a key area of focus for any higher education system and its reform process. This practical handbook provides a concise overview of key aspects of university autonomy, based on selected international studies and other higher education policy literature. It elaborates on specific practical dimensions of institutional autonomy that may be relevant for the reform efforts in Myanmar higher education.

https://www.researchgate.net/profile/Liviu-Matei-2/publication/331345204_University_Autonomy-A_Practical_Handbook/links/5c74fa3092851c69504158ff/University-Autonomy-A-Practical-Handbook.pdf?_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uliwicGFnZSI6InB1YmxpY2F0aW9uln19

NADJMIDDINOVICH Xasanov Alisher

Components of university autonomy: expectations and factors for development

American Journal Of Social Sciences And Humanity Research, n°5, May 2023, p. 9-13

The paper reviews briefly research outcomes and debate around university autonomy in the global world. Different types of autonomy and components are discussed together with pre-requisites for the process of moving towards independent organizational governance. The role of stakeholders and their expectations are presented.

<https://theusajournals.com/index.php/ajsshr/article/view/1121/1084>

BENNETOT-PRUVOT Enonra (EUA) : "L'autonomie est un système qui permet aux universités de se développer au service de la société"

L'Etudiant-EducPros, avril 2022

Les 28 et 29 avril, l'EUA (Association européenne de l'université) tient sa conférence annuelle à Budapest autour de la question des valeurs universitaires. Parmi les sujets abordés : la liberté d'enseigner, l'accueil des étudiants réfugiés ukrainiens mais aussi les premières observations de l'association sur l'autonomie des universités en 2022. En marge de cet évènement, Enora Bennetot-Pruvot, directrice adjointe de la gouvernance, financement et développement des politiques publiques de l'EUA, fait un état des lieux de ce concept à l'échelle européenne.

<https://www.letudiant.fr/educpros/entretiens/e-bennetot-pruvot-eua-l-autonomie-est-un-systeme-qui-permet-aux-universites-de-se-developper-au-service-de-la-societe.html>

OECD

How are higher education systems in OECD countries resourced? Evidence from an OECD Policy Survey

Paris : OECD, 2021, 71 p.

The OECD Higher Education Policy Survey (HEPS) is a new instrument developed by the OECD Higher Education Policy Team to gather comparative information on system features and characteristics of policies across OECD jurisdictions, to support policy analysis and peer learning. The first HEPS was fielded in 2020, to support the ongoing thematic project on Resourcing Higher Education. This paper presents a comparative analysis of the results of the survey, examining student support systems, institutional funding mechanisms, human resource policies and higher education resource governance across the 29 OECD jurisdictions responding to the survey.

https://www.oecd-ilibrary.org/education/how-are-higher-education-systems-in-oecd-countries-resourced_0ac1fbad-en

Parliamentary Assembly

Threats to academic freedom and autonomy of higher education institutions in Europe

Resolution 2352 (2020)

« The Assembly calls upon the governments of member and observer States:

9.1 to ensure that the protection of academic freedom and institutional autonomy is enshrined in national legislation and that the relevant legal provisions are put into practice; to refrain from undertaking any undue action that could endanger or impinge on academic freedom and institutional autonomy and establish the frameworks that make their practice possible;

9.2 to devise new post-Covid-19 national higher education policies and regulatory frameworks that take due account of the principles of academic freedom and institutional autonomy, in line with the Committee of Ministers Recommendation CM/Rec(2012)7 on the responsibility of public authorities for academic freedom and institutional autonomy;

9.3 to provide adequate public funding for higher education and research, in line with established national priorities, thus enabling institutions to maintain their independence as far as possible; to enhance transparency within the regulatory mechanisms for higher education funding and make clear provisions to prevent any possible threat to academic freedom and autonomy through financing schemes, whether the sources are public or private. »

<https://pace.coe.int/en/files/28881/html>

RAYEVNIEVA Olena, AKSONOVA Iryna, OSTAPENKO Viktoriia

Assessment of institutional autonomy of higher education institutions: methodical approach

Knowledge and Performance Management, vol.2, n°1, 2018, p. 72-84

In order to reform and modernize the system of higher education, an important step is to assess the constituent parts of the institutional autonomy of higher education institutions (HEI), which allows, on the basis of a combination of the level of autonomy of higher education systems of countries and their universities, and indicators of the quality of scientific and educational activities of the HEI, to ensure a unified approach to information and analytical assessment of university autonomy in general. This fact proves the necessity of developing a methodological approach to the assessment and management of institutional autonomy of the HEI. The authors carried out a comparative analysis of the models of university autonomy, international and national approaches to the assessment of the components of institutional autonomy such as organizational, personnel, academic and financial. The methodical approach to the evaluation of the institutional autonomy of the HEI is developed. The proposed methodological approach is aimed at the formation of an information space for simultaneous comparison and assessment of the level of institutional autonomy of HEI and indicators that affect it. This approach combines the results of grouping the autonomy of higher education systems of the countries and their HEI according to homogeneous groups and the results of calculating the integral indicator of the quality of scientific and educational activity within each component of institutional autonomy, which allows to determine the position of a specific HEI on the level of autonomy in the proposed matrix of recognition of the situation.

<https://www.businessperspectives.org/journals/knowledge-and-performance-management-2/issue-279/assessment-of-institutional-autonomy-of-higher-education-institutions-methodical-approach>

SETHNA Beheruz N.

“Changing and Unchanging Principles in an Uncertain Age of University Governance: Autonomy, Accountability, and Innovation”

in SHROFF-MEHTA Preeti, SHET jagdish. N, GARRISON John, RAJ MEHTA Shailendra, **The Routledge Handbook of Global and Digital Governance Crossroads: Stakeholder Engagement and Democratization**

Routledge India, 2024, 17 p.

University governance is built on the core principles of institutional autonomy and the monitoring of progress of the university's major goals and plans, through accreditation and institutional and program accountability. This chapter examines the implications of the principles of university governance, focusing on the importance of leadership in the institutional climate and the innovations within the university, as well as the part education plays in those innovations. This chapter concludes with insights into establishing good university governance and its wider implications for society.

WARNOCK Mary

Higher Education: the concept of autonomy

Oxford Review of education, 1992, vol. 18, n°2, p. 119-124

https://www.jstor.org/stable/pdf/1049979.pdf?refregid=fastly-default%3A1fdcce6c32b67cdeacb8d8dadf790b15&ab_segments=&initiator=&acceptTC=1

Experiences from different countries and regions

AL GHARSI Abdullah Yahia, BELHAJ B Fozi Ali, NIRMALA R.

Academic autonomy as driving change: Investigating its effect on strategy development and university performance

Heliyon, volume 10, n° 8, 2024, 12 p.

There has been an ongoing theoretical argument on the role of Academic autonomy (AA) in improving the ability of public universities to develop strategies and enhance their performance. This study aims to investigate whether AA impacts strategy development (SD) and University performance (UP). Moreover, it investigates the effect of SD on UP. The present study uses a resource-based view to demonstrate the links among constructs. This study employed a survey method, and data were collected from 130 leaders of Indian public universities utilising a non-probability purposive sampling technique. Data was analysed using Partial least squares structural equation modelling (PLS-SEM). The results revealed that AA positively and significantly affects SD. Moreover, the results demonstrated that AA directly affects both UP's dimensions: research and teaching performance. The results also showed that SD directly and positively affects both UP's dimensions, research, and teaching performance. In line with these findings, several implications for theory and practices are addressed for university management.

https://www.sciencedirect.com/science/article/pii/S2405844024055671?ssrnid=4564378&dgcid=SSRN_r edirect_SD

BERNASCONI Andres

Latin America Weak academic freedom with strong university autonomy

Global Constitutionalism, October 2024; 22 p.

Universities in Latin America are autonomous. Their autonomy differs somewhat from the US and European experiences in origin, evolution, scope, rationale and, most importantly, relationship to academic freedom. In this article, The author seeks to explain those differences as a strategy to delineate, by comparison, the contours of autonomy and academic freedom in Latin America. While the description he offers holds broadly for all countries in the region (for instance, university autonomy is constitutionally protected in all countries except, for different reasons, Cuba and Chile), national nuances exist. In Latin America, the notions of academic freedom or the freedom of science have not had the overarching influence in defining the prerogatives of scholars and the university that we see them exerting over the experiences of Western Europe and the Anglosphere. The governing notion, from whence all other freedoms emerge, is that of university autonomy. In Latin America, university autonomy evolved over the twentieth century as a protection of the university against the encroachment of governments-often authoritarian or outright dictatorial-so they could carry out their missions as they defined them. In Latin America, the locus of what in Europe is understood as scientific freedom is vested in the universities, not in the professoriate. It is assumed that free universities will foster an environment of academic freedom within. The contemporary contestations of university autonomy in Latin America fit squarely into the liberal script, as they seek to make universities more responsive to policy goals in the areas of higher education quality and accountability, efficiency and productivity, expansion of public or private provision, access and equity. Often, universities and their associations have raised autonomy as an objection to these policy agendas.

<https://www.cambridge.org/core/journals/global-constitutionalism/article/latin-america-weak-academic-freedom-within-strong-university-autonomy/B769AEE2E20A248DD4578ED1356E23FD>

HOA Nguyen Tai

Autonomy in higher education in Vietnam

International Journal of Business, Economics & Management, vol.5, n°4, p. 470-477

Currently, the education and training in Vietnam sector has had specific policies and actions in which to attach importance to the renewal of the management mechanism for universities in the direction that universities are more and more autonomous in their mission implementation, improve the quality of education. International experience shows that one of the solutions to improve the quality of public universities is to gradually increase autonomy for universities in the following areas: autonomy in program and education plan; autonomy in using finance and facilities; autonomy in recruitment, human resource management; autonomy in educational goals and quality. The paper presents the research on the model of autonomous public universities in Vietnam in the context of the implementation of the Education Law 2019.

<https://media.neliti.com/media/publications/571675-autonomy-in-higher-education-in-vietnam-90d31592.pdf>

LE Anh T.

Institutional Autonomy of Vietnamese Public Universities: An Agency Theory Perspective

Journal of Comparative and International Higher Education, vol. 16, n°4, 2024, p. 121-133

In 2012, the Vietnamese government enacted the institutional autonomy policy to support the reform process of the higher education system. The autonomy policy signifies the transfer of decision-making authority from ministries to public universities to increase university performance and competitiveness in the globalized knowledge economy. This paper examines the nature of autonomy as a new form of governance in Vietnamese higher education through the lens of agency theory. I used thematic analysis to analyze policy documents released by the Vietnamese government between 1993 and 2021. The findings indicate autonomy means Vietnamese public universities have authority to make decisions on primary activities; yet they must be accountable for their decision-making and responsible for funding sources. The study contributes to the literature on comparative and international higher education by providing a better understanding of autonomy in a post-Soviet context and informing a transformative approach to policy practices for the higher education reform.

<https://files.eric.ed.gov/fulltext/EJ1441534.pdf>

SHUIYUN Liu, YE Lui

Autonomy and Accountability in Higher Education, Asia

In TEIXEIRA Pedro Nuno, SHIN Jung Cheol, AMARAL Alberto BERNASCONI Andres (eds.) **The International Encyclopedia of Higher Education Systems and Institutions 2020th Edition**

Dordrecht : Springer, 2020; p. 141–144

Higher education systems in Asia have achieved remarkable successes, partly because there has been a consistently high level of governmental support (ADB 2011) and partly because the rapid economic growth in the region has become a crucial drive to marketize the provision. The countries, including China, Hong Kong, Japan, South Korea, Taiwan, and Vietnam in the region of East and Southeast Asia, arguably have shared cultural similarities (Shin and Harman 2009). However, there are also crucial differences in the size of higher education sectors, which is largely dependent on the nation's demographic characteristics, economic development, and political regimes. This chapter focuses on the autonomy and accountability of higher education systems among these countries.

https://link.springer.com/referenceworkentry/10.1007/978-94-017-8905-9_160

TUZN Nguyen Anh, TRANG Nguyen Ngoc

Assessing Impacts of University Autonomy Policies on Universities' Competitiveness in Vietnam

Wseas Transactions on Business and Economics, vol. 21, April 2024, p. 957-966

This research aims to assess the impacts of factors in university autonomy policies on universities' competitiveness in Vietnam. It has been revealed that since university autonomy policies were implemented, universities have paid greater attention to the formation and improvement of their competitiveness, targeting sustainable and stable development. The survey related to Vietnam's universities' competitiveness was administered to 486 individuals. Through exploratory factor analysis (EFA) and confirmatory factor analysis (CFA), five factors affecting institutions' competitiveness were identified, including Academic and training autonomy, Financial autonomy, Organization and staffing autonomy, International cooperation autonomy, and Quality assurance autonomy. Hypothesis testing and regression analysis showed that institutions granted great autonomy tend to focus more on forming and improving their competitiveness, and financial autonomy is the factor with the biggest impact on their competitiveness. As a result, from the authors' perspective, it is crucial that the Ministry of Education and Training quickly accelerate autonomy delegation, and each university invests more time and effort in forming and improving their competitiveness based on the level of autonomy granted.

https://www.researchgate.net/publication/379791124_Assessing_Impacts_of_University_Autonomy_Policies_on_Universities%27_Competitiveness_in_Vietnam

UOC Nguyen Cong, HUY Nguyen Duc

Capacity to implement autonomy and accountability at Vietnam national university of oagriculture ; situation and solutions

European Journal of Education Studies, vol . 11 ; n°8, 2024, p. 99-112

The study to assess the capacity to implement autonomy and accountability of higher education institutions should aim to consider the existing capacity of lecturers, the system of facilities and the financial capacity to meet the requirements of autonomy. This article covers the most basic, decisive factors closely associated with quality assurance conditions for a higher education institution, analyzes the current situation of the capacity to implement autonomy and accountability at the Vietnam National University of Agriculture, at the same time, proposes a number of solutions to improve the capacity to implement autonomy and accountability.

https://www.researchgate.net/publication/381842242_CAPACITY_TO_IMPLEMENT_AUTONOMY_AND_ACCOUNTABILITY_AT_VIETNAM_NATIONAL_UNIVERSITY_OF_AGRICULTURE_SITUATION_AND_SOLUTIONS/fulltext/66816251714e0b031537d6a4/CAPACITY-TO-IMPLEMENT-AUTONOMY-AND-ACCOUNTABILITY-AT-VIETNAM-NATIONAL-UNIVERSITY-OF-AGRICULTURE-SITUATION-AND-SOLUTIONS.pdf?tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19

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Prospects of University Autonomy in Nigeria

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A popular reform and change mantra in the university which stakeholders hold in high esteem, that through it, the university can maximally achieve its vision and mission is university autonomy. Among the numerous meanings associated with university autonomy is self-governance, self-determination, independence or the ability of a university to decide for itself what policies, programmes or lines of actions to take so as to enhance the achievement of the vision and mission of the university. Any university whose guiding and operational principles are hinged on the principles of autonomy can be easily transformed for the better. Using the prospects of university autonomy in Nigerian philosophical approach, this paper discusses the universities. The paper establishes that universities where autonomy is the norm can record astronomical and phenomenal improvements in teaching learning, research, prudent generation and management of resources, promotion of accountability and reduction in externally imposed bureaucratic bottlenecks that retrogress smooth administration of a university. Above all university autonomy establishes a culture of good governance, corporate and entrepreneurial innovations among others. The paper makes case that changes in the behaviour of the practitioners of university autonomy especially adoption of behaviours where the people can see autonomy as a practice that is continuously in motion, a dynamic and evolutionary process that changes over time and consequently makes new demands from its practitioners. Upon this the paper recommends making knowledge of autonomy a priority in educational provision.

https://www.ijrrjournal.com/IJRR_Vol.8_Issue.1_Jan2021/IJRR012.pdf

Projects

STAND: Strengthening university autonomy and increasing accountability and transparency of Western Balkan universities (2021-2024)

The STAND project aims to improve the processes and mechanisms of university autonomy by increasing the management capacities, accountability and transparency of universities in the Western Balkans in three target countries – Albania, Kosovo and Montenegro.

<https://www.eua.eu/our-work/projects/eu-funded-projects/stand.html>

NEWLEAD: Innovative Leadership and Change Management in Higher Education (2020-2023)

Today, higher education institutions are tasked with multiple and challenging roles. They accommodate evolving student expectations, address changing labour market needs and sustainability pressures, and face unexpected challenges such as the Covid-19 pandemic. In this demanding context, the NEWLEAD project aims to build the capacity of university leaders in steering change and in addressing new priorities on the institutional transformation agenda

<https://www.eua.eu/our-work/projects/eu-funded-projects/newlead.html>