



FAITH
**“Increasing the Financial Autonomy and
Accountability at public higher education institutions in
Kosova”**

544142-TEMPUS-1-2013-1-AT-TEMPUS-SMGR

Report D 3.3

**“Guide for the Financial Management of
Kosovo HEIs”**

| WP | WP3 |
|----------------------------|---------------------------------|
| WP-Leader - Partner Name | Saarland University |
| Name of the contact person | Jörg Hormann |
| Date | October 14 th , 2015 |



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I. Introduction

This Guide for the Financial Management of Kosovo HEIs is supposed to provide a comprehensive collection of materials that were subject of the FAITH project so far. It basically covers the topics of the five training workshops, which were executed in the working package WP3 of the project and shall be the basis of the institutional workshops in the working package WP4.

This document compiles all the training materials of the training workshops and also contains results of the practical parts of these workshops. Training materials fundamentally consist of the presentations of the experts from the project partners that include the introductions or theoretical background to a specific topic, as well as descriptions of best practises and solutions on how specific processes are organized at the partner Institutions.

This guide is structured thematically on the basis of the five core topics of the training workshop:

- Financial Autonomy and Accountability
- IT-Systems for Financial Management
- Resource allocation, internal governance and budgeting processes
- Fundraising
- University place Management

The several presentations in this guide were assigned to these five topics, even if they were – in chronological sense – not presented at the specific training workshop dedicated to this topic.

In order to simplify searching for a specific content, this guide contains an alphabetical subject index at the end.

II. Training Materials

Financial Autonomy and Accountability

The topic “Financial Autonomy and Accountability” is the most important aspect of the project. The topic was covered intensively in the first training workshop WS1 but was also touched in several other occasions and workshops of the project in its role as the superordinate project aspect. The training workshop on Financial Autonomy and Accountability (Saarbrücken, July 2014) was supposed to act as an introduction to the topic by giving an overview of more general aspects on the steering of Higher Education. It based on the input of the EU partners where the general approaches on governance structures of Higher Education Institutions as well as political backgrounds were introduced and discussed.¹

Aspects of the workshop were the different models of the allocation of state money to Higher Education Institutions used in autonomous systems as well as the monetary and non-monetary benefits that autonomous Higher Education Institutions create in the country or region in which they are situated. Based on these general aspects the workshop also comprised the internal perspective of Higher Education Institutions. As it was held at Saarland University, speakers from this Institution described their practices in detail and introduced procedures and processes that are used to ensure accountability in an autonomous Higher Education system. In addition, the strategic planning processes (development planning) were also discussed.

The materials of this guide concerning the topic “Autonomy and Accountability” contain presentations from the related training workshop, but also presentations held at other meetings / workshops that cover the topic from a more general point of view.

¹ A detailed description of the several models of financial management at the EU partner institutions can be found in the report D1.3 “Comparative analysis of financial Management practices” (Working package WP1).

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Dimension of University Autonomy

| Organisational autonomy | Financial autonomy | Staffing autonomy | Academic autonomy |
|---|---|--|--|
| <ul style="list-style-type: none"> • Selection procedure for the executive head • Selection criteria for the executive head • Dismissal of the executive head • Term of office of the executive head • Inclusion and selection of external members in governing bodies • Capacity to decide on academic structures • Capacity to create legal entities | <ul style="list-style-type: none"> • Length and type of public funding • Ability to keep surplus • Ability to borrow money • Ability to own buildings • Ability to charge tuition fees for national/ EU students (BA, MA, PhD) • Ability to charge tuition fees for non-EU students (BA, MA, PhD) | <ul style="list-style-type: none"> • Capacity to decide on recruitment procedures (senior academic/senior administrative staff) • Capacity to decide on salaries (senior academic/senior administrative staff) • Capacity to decide on dismissals (senior academic/senior administrative staff) • Capacity to decide on promotions (senior academic/senior administrative staff) | <ul style="list-style-type: none"> • Capacity to decide on overall student numbers • Capacity to select students (BA, MA) • Capacity to introduce programmes (BA, MA, PhD) • Capacity to terminate programmes • Capacity to choose the language of instruction (BA, MA) • Capacity to select quality assurance mechanisms and providers • Capacity to design content of degree programmes |

Source: European University Association



Increasing the Financial Autonomy and Accountability at public higher education institutions in Kosovo

Funding in a modern university system - relevance and interactions -

Hubert Dürstein
Peja, 2015, June 8-10

Funding in a modern university system - relevance and interactions



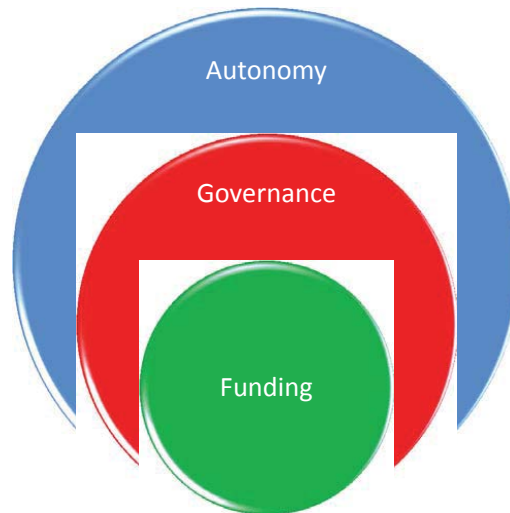
Overview

- Autonomy
 - Framework
 - Framework & interactions
- Governance
 - Systemic approach
 - Issues and requirements → Funding
 - Present framework in Kosovo
 - Reference to legal preconditions
 - Reference to FAITH (White Paper)
 - Benchmark Austria
- Framework
 - „Interim stock taking“
 - To do's
- Preview Group A „White Paper“

Funding in a modern university system - relevance and interactions



→ Framework



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Funding in a modern university system - relevance and interactions



→ Framework




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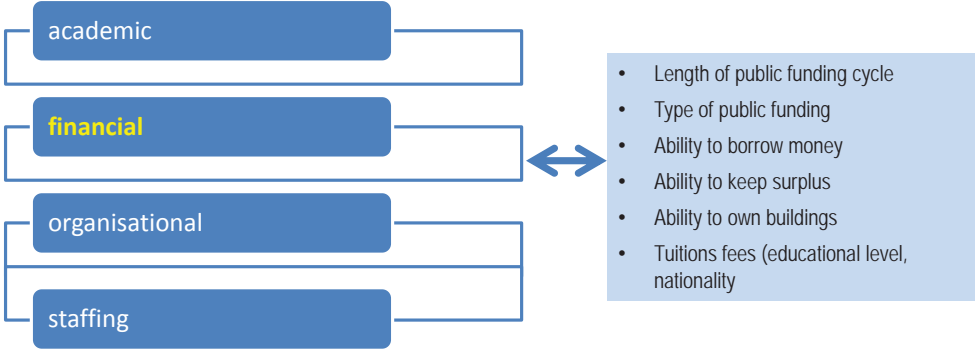
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Funding in a modern university system - relevance and interactions



Autonomy → Framework




- academic
- financial**
- organisational
- staffing

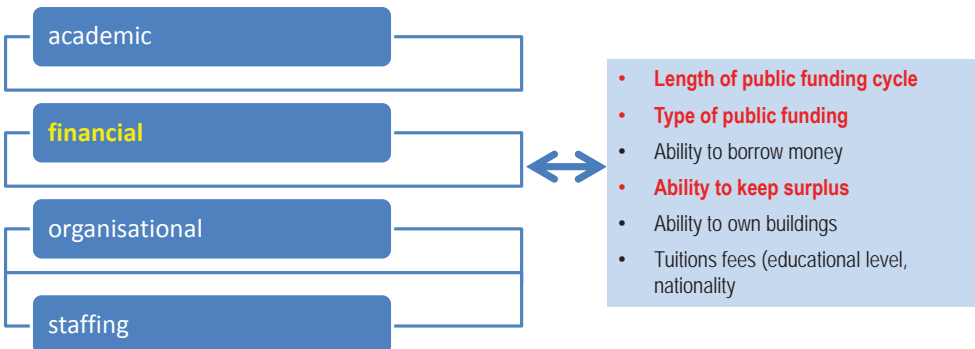
- Length of public funding cycle
- Type of public funding
- Ability to borrow money
- Ability to keep surplus
- Ability to own buildings
- Tuitions fees (educational level, nationality)

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Autonomy → Framework



- academic
- financial**
- organisational
- staffing

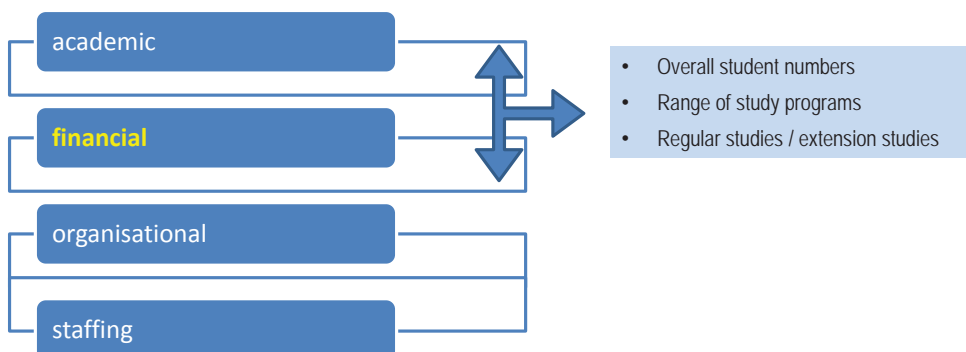
- **Length of public funding cycle**
- **Type of public funding**
- **Ability to keep surplus**
- Ability to borrow money
- Ability to own buildings
- Tuitions fees (educational level, nationality)

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Funding in a modern university system - relevance and interactions



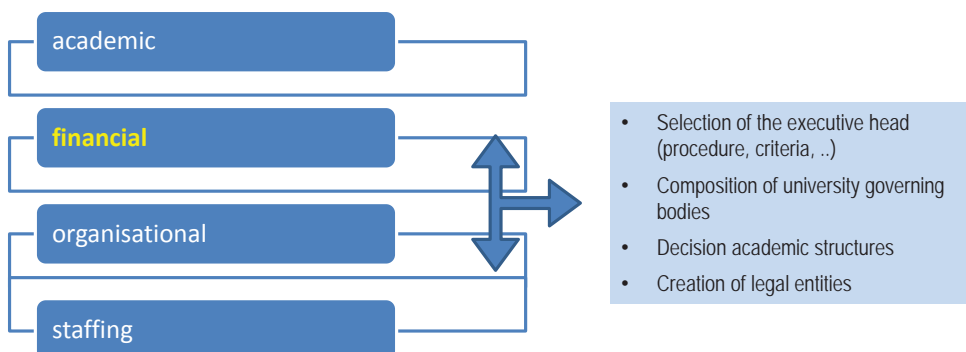
→ Framework & interactions



Funding in a modern university system - relevance and interactions



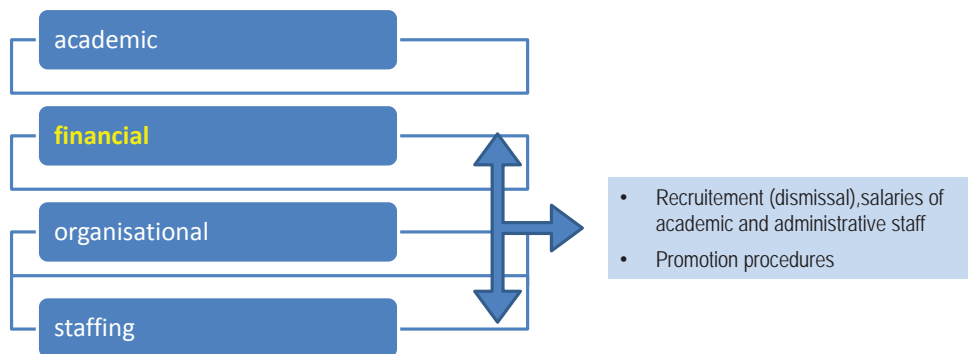
→ Framework & interactions



Funding in a modern university system - relevance and interactions



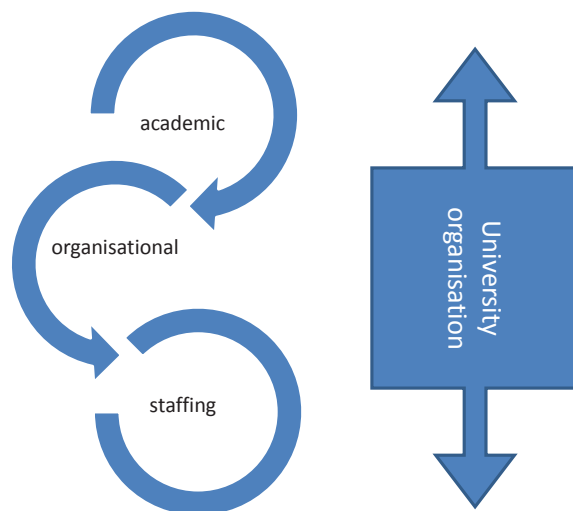
→ Framework & interactions



Funding in a modern university system - relevance and interactions



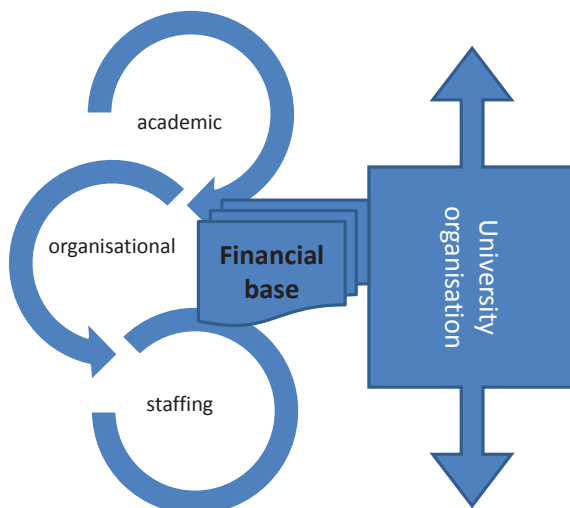
→ Framework & interactions



Funding in a modern university system - relevance and interactions



→ Framework & interactions



Funding in a modern university system - relevance and interactions

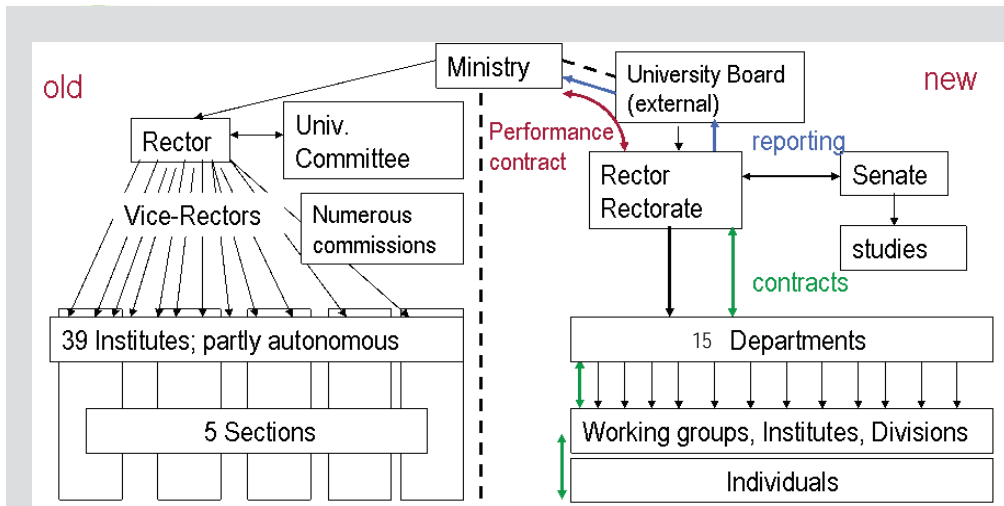


→ Systemic approach

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→ Systemic approach (university perspective)



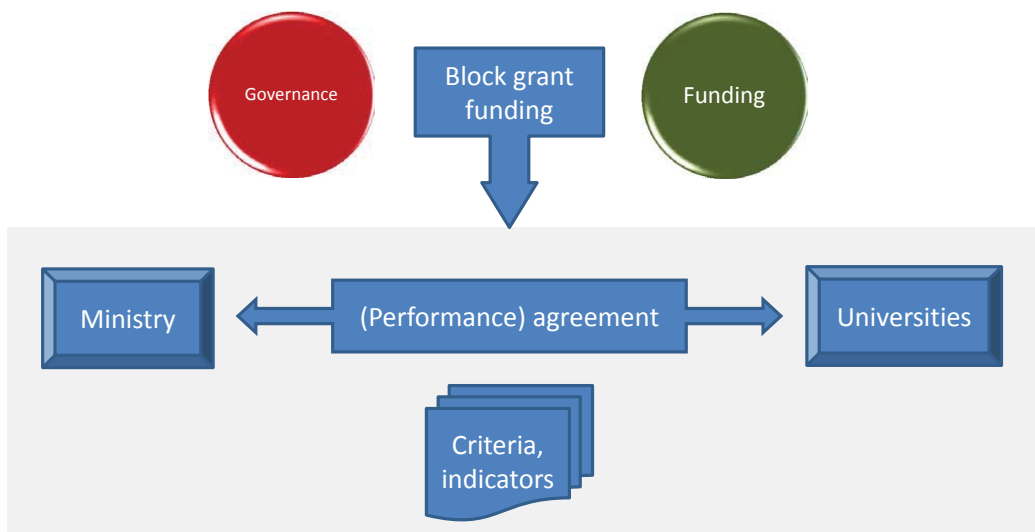
Structure supports **implementation of strategy and positioning process** (Referring to **performance agreement**, main focus, controlling)


BOKU-University

Funding in a modern university system - relevance and interactions



→ Systemic approach (general perspective)

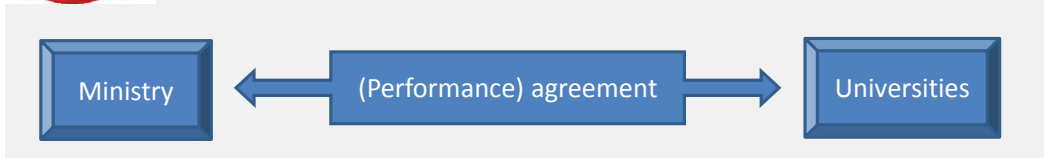




Funding in a modern university system - relevance and interactions

Governance

→ Issues & requirements



Autonomy


Issues

- Overarching planning framework (relevant stakeholders) → national university strategy
→ **Financial autonomy**
- Financing model & relevant criteria
- Funding methodology (principles and rules)
- Controlling / implementation / monitoring → indicators → tools
- Organisational aspects → internal governance

}

Funding

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Funding in a modern university system - relevance and interactions

Governance

→ Issues & requirements

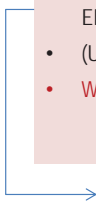
Issues

- Overarching planning framework (relevant stakeholders) → national university strategy
→ **Financial autonomy**
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- Funding methodology (principles and rules)
- Controlling / implementation / monitoring → indicators → tools
- Organisational aspects → internal governance




Present framework in Kosovo

- LAW ON HIGHER EDUCATION
 - Article 6 / 1.3: „...funds are spent in accordance with agreed priorities between ministry and each provider ...“
- STRATEGY FOR DEVELOPMENT OF HIGHER EDUCATION IN KOSOVO (2005 – 2015)
- (University strategies)
- White Paper (Draft Version 3.0)
 - Input 1: Development of Higher Education profile with a focus on regional needs




{ Status of implementation?? }


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Funding in a modern university system - relevance and interactions



→ Issues & requirements



Issues


- Overarching planning framework (relevant stakeholders) → national university strategy
→ **Financial autonomy**
- Financing model & relevant criteria
- Funding methodology (principles and rules)
- Controlling / implementation / monitoring → indicators → tools
- Organisational aspects → internal governance

Present framework in Kosovo


- LAW ON HIGHER EDUCATION
 - Article 8 / 3: „...each public provider has full legal personality in relation to the matters dealt with in this Law including the right for:
 - 3.1
 - ...
 - 3.9

{ Complying with the LAW?? }


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Funding in a modern university system - relevance and interactions



→ Issues & requirements



Issues


- Overarching planning framework (relevant stakeholders) → national university strategy
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{ Complying with the LAW?? }


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Funding in a modern university system - relevance and interactions



→ Issues & requirements



Issues

- Overarching planning framework (relevant stakeholders) → national university strategy
→ *Financial autonomy*
- **Financing model & relevant criteria**
- **Funding methodology (principles and rules)**
- Controlling / implementation / monitoring → indicators → tools
- Organisational aspects → internal governance


Present framework in Kosovo (1)

- LAW ON HIGHER EDUCATION
 - Article 21 (reference to the presentation of B. Galloperi, Sept. 8th, 2014)
 - Coordination between Ministry of Finance and MEST
 - Allocation of funds → teaching (specified (max.) number of students) the , teaching-related research, infrastructure, other purposes
 - Strategic plan of the provider
 - Indicative budget for 5-year funding cycle
 - Performance agreement (3 years)


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Funding in a modern university system - relevance and interactions



→ Issues & requirements



Issues

- Overarching planning framework (relevant stakeholders) → national university strategy
→ *Financial autonomy*
- **Financing model & relevant criteria**
- **Funding methodology (principles and rules)**
- Controlling / implementation / monitoring → indicators → tools
- Organisational aspects → internal governance

Present framework in Kosovo (2)

- Reference to the presentation of A. Mettnger „Financing Models in Austria (.....)
- White Paper (Draft Version 3.0)
 - Input 2: Financing Higher Education
 - „Funding of Teaching“ – Per capita funding models based on output-oriented indicators
 - „Funding of Research“ – competitive performance based funding (++) some more thoughts)


{ Acceptance/commitment & requirements for realisation }

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Funding in a modern university system - relevance and interactions




Governance → **Issues & requirements**
-- Benchmark Austria -- **Funding**

Performance agreements shall, in particular, contain

1. the services to be provided by the university in question, which shall, in accordance with the objectives, guiding principles and tasks of such university, cover the following areas
 - Strategic objectives, academic profiles, university and human resources development
 - Reserach, advancement of arts
 - Study programs and continuing education
 - Measures to reduce drop out
 - Improvement of student-teacher ratios
 - Offerings for working students
 - Social goals
 - Increase of internationality and mobility
 - Inter-university co-operation
 - Establishment of indicators
 - Specific regulations

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Funding in a modern university system - relevance and interactions




Governance → **Issues & requirements**
-- Benchmark Austria -- **Funding**


Performance agreements shall, in particular, contain

1. the services to be provided by the university in question, which shall, in accordance with the objectives, guiding principles and tasks of such university, cover the following areas
 - ..
2. Undertakings made by the Federal Government; allocation of the basic budget, taking into account the criteria before
3. Content, extemt and scope of the objectives and the timing of goal attainment
4. Division of the basic budget into allocations for given budget years
5. Measures in the case of non-fulfillment of the performance agreements
6. Reporting and accounting


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Funding in a modern university system - relevance and interactions



→ Issues & requirements



Issues

- Overarching planning framework (relevant stakeholders) → national university strategy
→ *Financial autonomy*
- Financing model & relevant criteria
- Funding methodology (principles and rules)
- **Controlling / implementation / monitoring**
→ indicators → tools
- **Organisational aspects** → internal governance


Present framework in Kosovo

- LAW ON HIGHER EDUCATION
 - Article 22: Conditions of funding
 - Article 23: Accountability of the Governing Council and Principal Management Authority (→ art. 19) of a Provider of higher education
 - Article 24: Financial Control
 - Article 26: Titles and Grades of Staff
 - Article 28: Terms of Staff Service

Reference to the White Paper

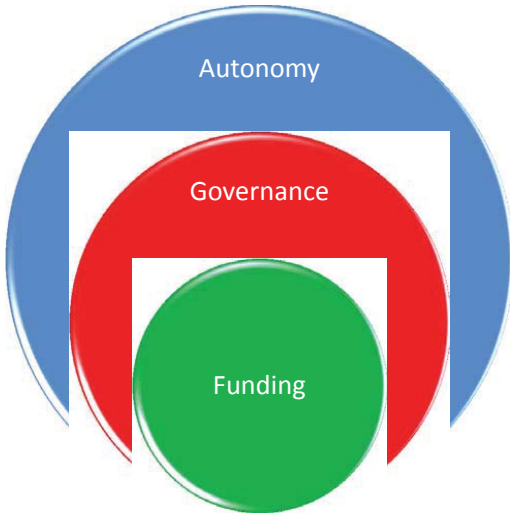
- Operational and organizational structure
- Staff, skills, infrastructure

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Funding in a modern university system - relevance and interactions

→ Framework → “interim stock-taking”

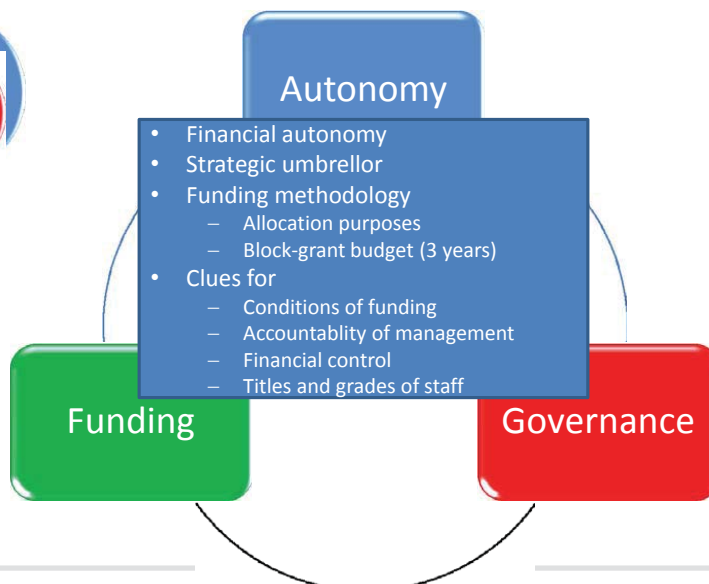
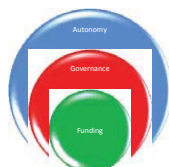


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Funding in a modern university system - relevance and interactions



→ Framework → “interim stock-taking”



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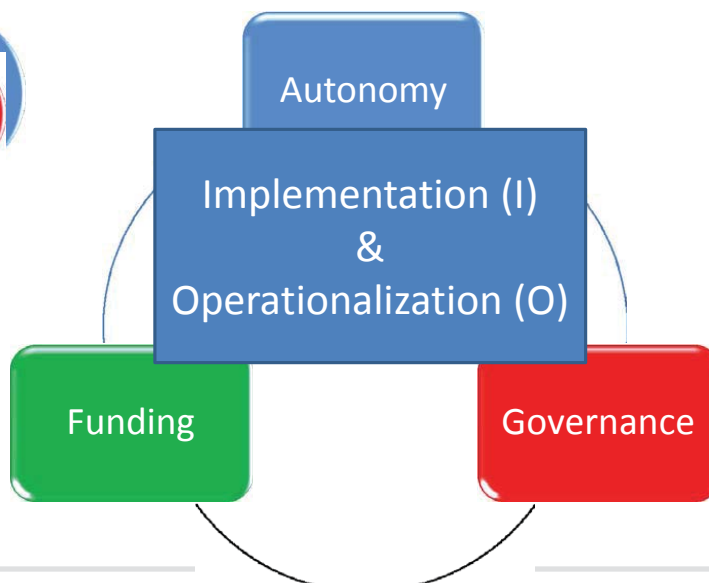
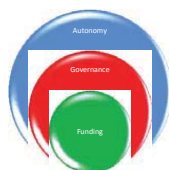
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Funding in a modern university system - relevance and interactions



→ Framework → “interim stock-taking” → to do's



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Funding in a modern university system
- relevance and interactions

→ Framework → “interim stock-taking” → to do’s

National Development Plan for Universities

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Funding in a modern university system
- relevance and interactions

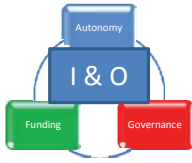

→ Framework → “interim stock-taking” → to do’s

1. University strategy → development plan
2. Support of Department development
3. Development of managerial and organisational framework → Increasing management quality
4. New understanding and quality of human resources management and development
5. Instruments for leading and controlling on different levels (university & departments) and relevant interactions
6. Leadership/governance: university board, rectorate, senate

Internal Governance

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Funding in a modern university system
- relevance and interactions



→ Preview **Group A „White Paper“**

Focus → Internal Governance

I. Operational and organizational structure

II. Staff, skills, infrastructure


III. Final discussion and commitments

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Funding in a modern university system
- relevance and interactions




Thank you for your attention

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Monetary and Non-monetary Benefits of Universities Saarland University as an Example

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Centrum für Evaluation

Center for Evaluation

01-07-2014 Saarbruecken



AGENDA

- ✓ Introduction: Risks of Cost-biased Policies
- ✓ Regional Consumption and Distribution
- ✓ Short-term Benefits of Universities
- ✓ Long-term Benefits of Universities
- ✓ Conclusion: Regional Development and Universities

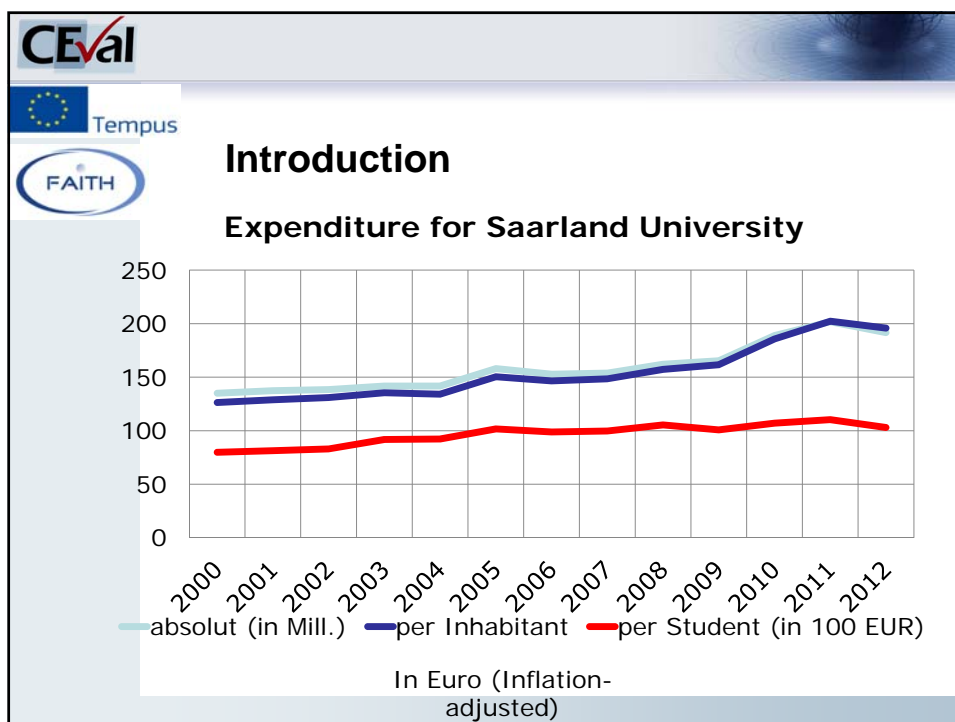
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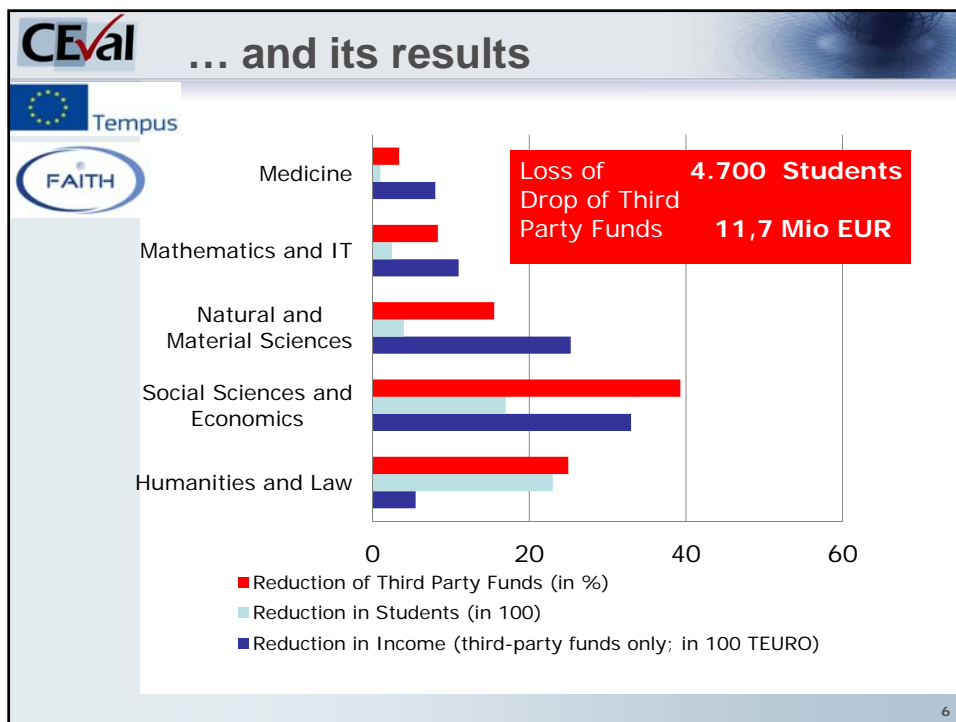
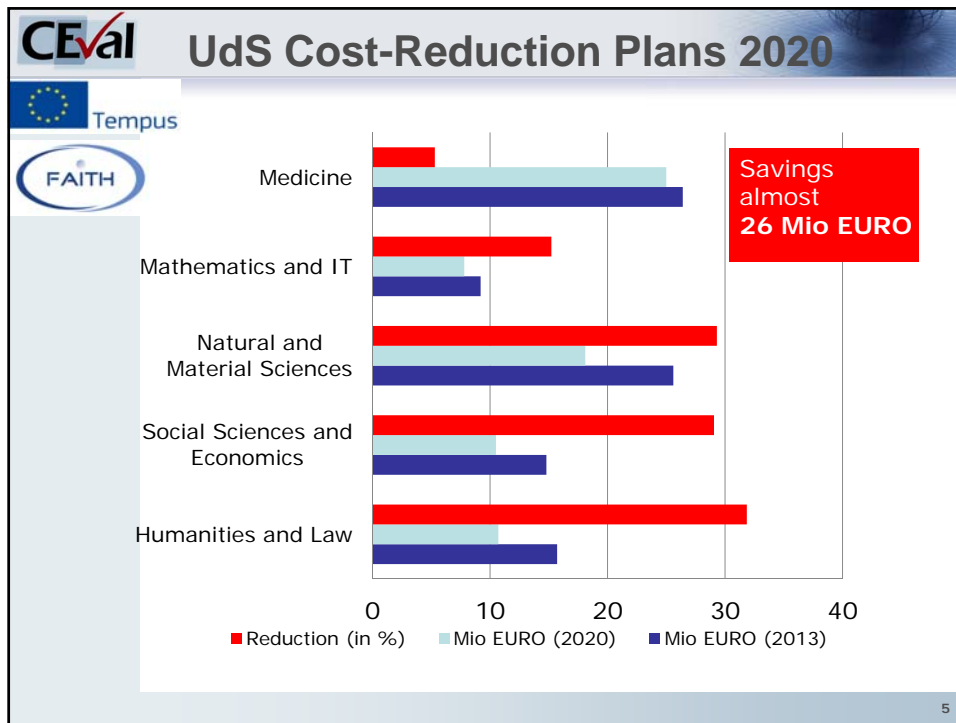
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Introduction

- ✓ Financial Crisis and the **pressure on public budgets** to reduce costs (**need for rational decision making**)
- ✓ **Cost-benefit analysis** as a professional tool is even stipulated in German law ("Bundeshaushaltsordnung §7, 2+3")
- ✓ **Risk-assessments** are widely used in large development projects (e.g. Environmental Impact Assessment – EIA)
- ✓ Never heard about a professional cost-benefit analysis or any risk-assessments used for **Universities**





CEval **The Costs of Saving**

Tempus FAITH

The Microeconomic View

| Balance In Mio EUR | Savings In Mio EUR | Costs In Mio EUR |
|--------------------|------------------------|---|
| +14,3 | 26,0 (mostly personal) | 11,7 (Funds) |
| -1,7 | 0,2 (public transport) | 1,9 (Fees) |
| ? | Research Costs? | Loss of Patents? (Research Incomes) |
| ? | Service Costs? | Service incomes? |
| ? | Other Costs? | Other Incomes (caused by students and personal) |

26.04.2013 © 2014 Meyer 7

CEval **The Public Bankruptcy Cycle**

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Deficit

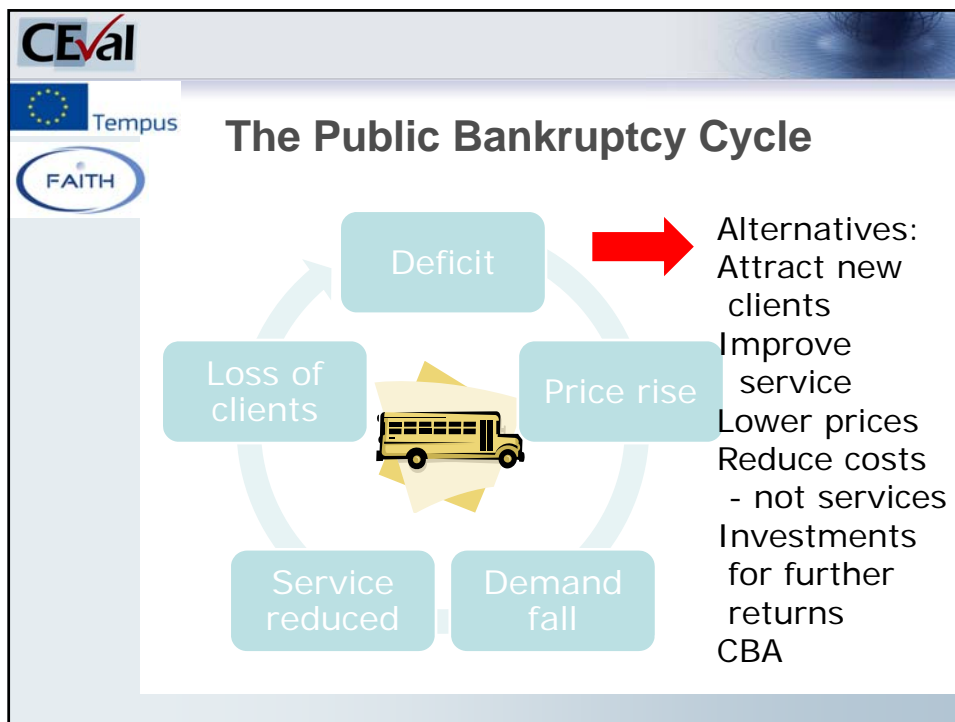
Price rise

Demand fall

Service reduced

Loss of clients

Exit: To close down



CEval Part 2
Tempus
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Regional Consumption and Distribution

- ✓ General calculation process CBA
- ✓ University Students and Employers as Consumers and Tax Payers
- ✓ Methodological Difficulties (Attribution, Stability and Selection Problems)

CEval

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Key elements of cost benefit analysis

| Costs | Benefits |
|--|--|
| <ul style="list-style-type: none">✓ Including not only direct costs (e.g. public budgeting)✓ Potential costs of not doing or failing✓ Opportunity costs (potential benefits of alternative investments) | <ul style="list-style-type: none">✓ Including not only direct returns (e.g. tax, consumption)✓ Future benefits of nowadays investment✓ Monetarization and making assumptions basing the benefit analysis |

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Calculating Regional Economic Effects

- ✓ Defining the region and its borders
- ✓ Calculating the expenses of the University
- ✓ Capturing the regional effects of expenses
- ✓ Determine the regional multiplier effect
- ✓ Estimating the regional employment effect

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Some Results for UdS (direct effects)

| University Expenses | Total (in EUR) | Percentage (in %) | Regional (in EUR) |
|---------------------|----------------------------|-------------------|--------------------|
| Personal Expenses | 170.358.453 | 80 | 136.286.762 |
| Tangible Expenses | 87.714.435 | 49 | 42.980.073 |
| Investments | 60.580.430 | 52 | 31.501.824 |
| Student Expenses | 126.400.000 | 75 | 94.800.000 |
| Total Expenses | 445.053.318 | 69 | 306.136.015 |
| Economic effect | Keynes Multiplier: 1,6 | | 488.286.944 |
| | Regional Public Investment | | -201.793.018 |
| | Net Return | | 286.493.926 |

Source: Data UdS; Comparative Data: Glorius und Schultz 2002 ; Calculation: WM

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Some Results for UdS (direct effects)

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| | Regional Public Investment | | -201.793.018 |
| | Net Return | | 286.493.926 |




1 Euro Investment => 2.5 - 3 Euro Return
(only direct costs and returns)

Source: Data UdS; Comparative Data: Glorius und Schultz 2002 ; Calculation: WM



Demographic Effects

- ✓ Non-scientific (mostly local and stable)
- ✓ Scientific (international and highly mobile)
- ✓ Students
 - From the Region (avoid push effects, local consumption)
 - From other parts of the country (enhance pull effects, mixed consumption)
 - International (only temporary, mixed consumption)



Methodological Problems

- ✓ Low Response Rates (systematical selection error)
- ✓ Difficulties to answer budget questions for students
- ✓ Instability of income and expenses
- ✓ Division between local and non-local consumption

CEval Part 3

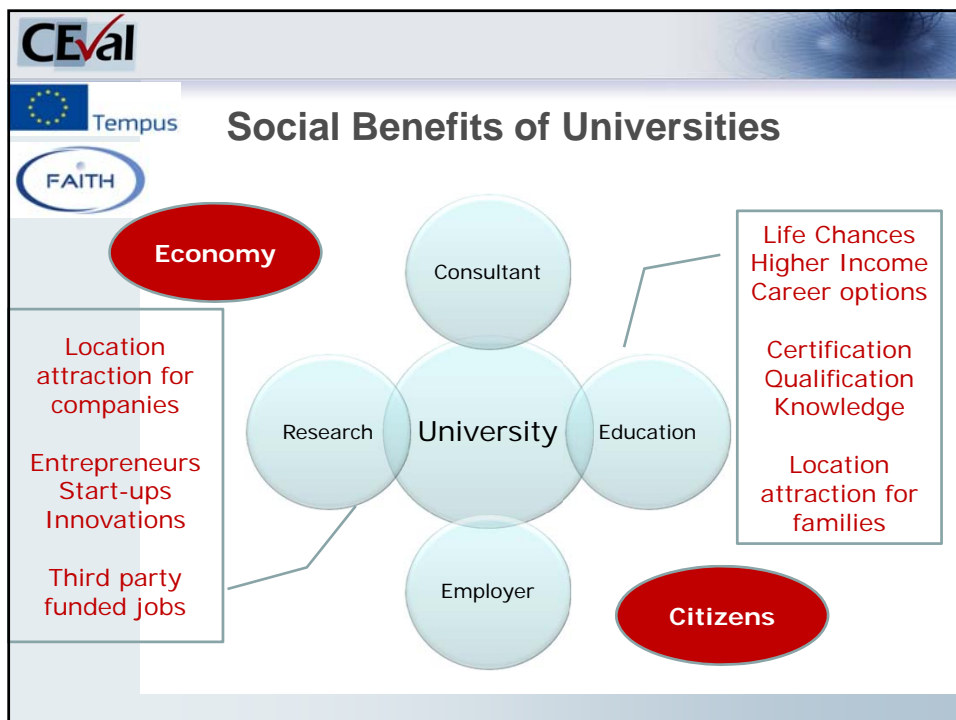
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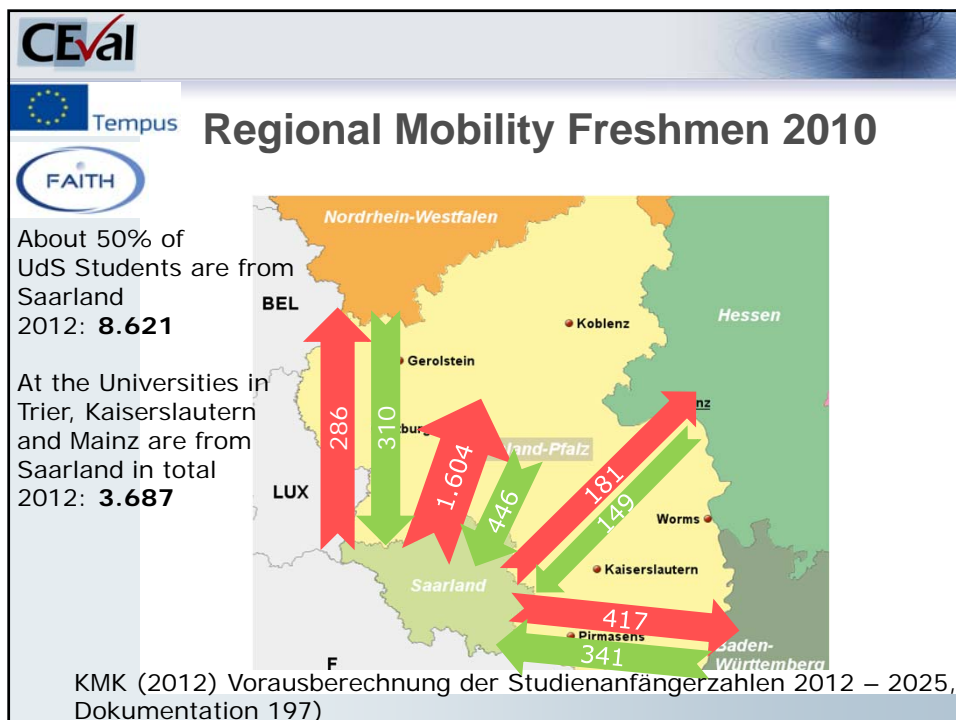
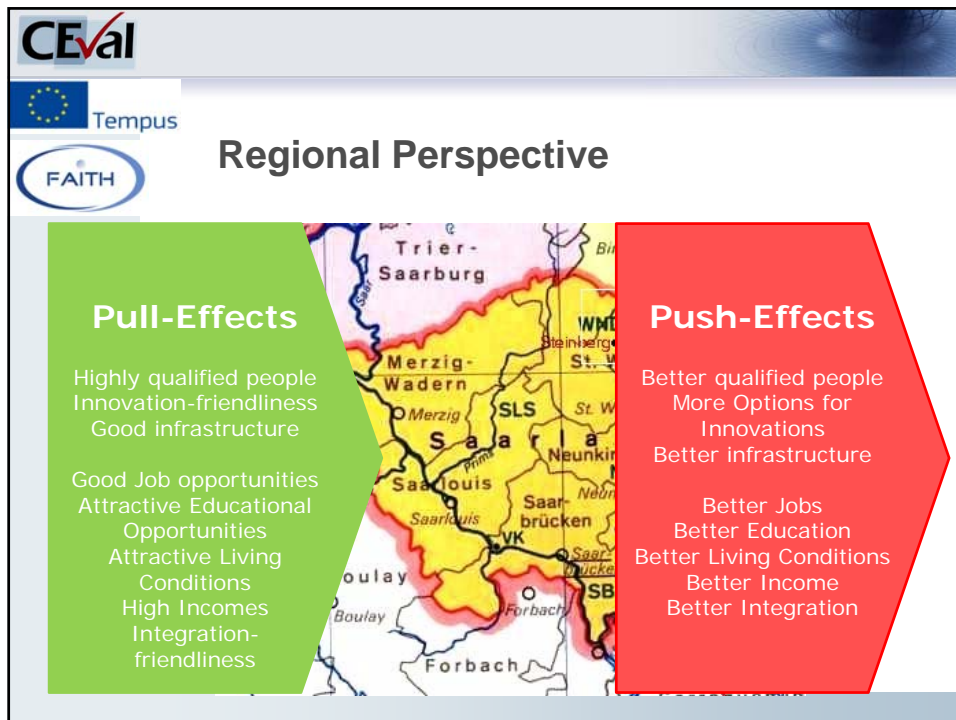
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Short-term Benefit of Universities

- ✓ Regional Benefits (Short-Term)
- ✓ Push- and Pull Effects
- ✓ Mobility caused by Universities

26.04.2013 © 2014 Meyer 17







Long-term Benefit of Universities

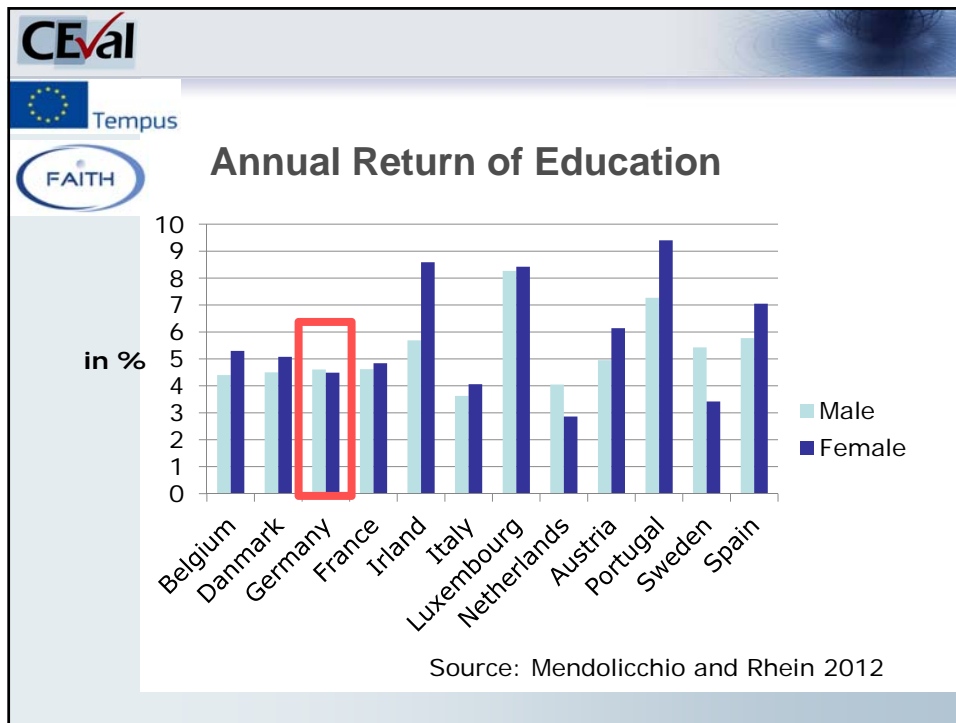
- ✓ Life-long Effects for Students
- ✓ Annual Return of Education
- ✓ Long-term Effects of Brain-Drains for Regional Development
- ✓ Scientific Research and Regional Economy



Results from Longitudinal Studies

- ✓ **Lower Unemployment Risk** (average 2.5% instead of 7.5%; high risks only at career entry after finishing studies – search unemployment)
- ✓ **Employment matches to Academic Education** (after 10 years, 90% of University graduates are in appropriate Jobs)
- ✓ **Higher Income** (79% of University graduates are above average)

Source: Fabian et al (2013)



| Intangible Effects | Indicators |
|--------------------|--|
| Competence Effects | <ul style="list-style-type: none"> • Brain Gain of High Qualified • Knowledge Transfer • Educational Function |
| Network Effects | <ul style="list-style-type: none"> • Horizontal and Vertical Network of Universities • Network of Students and Alumni |
| Structural Effects | <ul style="list-style-type: none"> • Scientific Infrastructure • Labor Market Effects |
| Image Effects | <ul style="list-style-type: none"> • Media Reports • Location Attraction for Living, Working and Education |

Source: Strauf and Behrendt 2006

CEval

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Example Brain Gain in Saarland

| | | |
|--|--|-------|
| ✓ Direct Effect: | | |
| University Staff (regular budget) | | 1.719 |
| University Hospital (regular budget) | | 3.367 |
| ✓ Additional Effects: | | |
| Third-Party Financed Staff | | 994 |
| ✓ Indirect Effects: | | |
| Graduates staying in Saarland, app.43% | | 602 |
| Long-term Employment Effects ? | | |

CEval

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Conclusion

- ✓ One cannot decide about the investments for Universities without having valid information on the **regional costs and benefits**
- ✓ One has to look both at monetary and non-monetary, short- and long-term effects
- ✓ There is **no professional planning** in regions on University investments
- ✓ There are **no rules** how to use CBAs and how to get the information on benefits – but there are some standards available

www.bmwf.gv.at



Steering autonomous Universities in Austria: Evolution of the Public University Funding System

Before 2004

www.bmwf.gv.at



- Universities are part of the ministry of science and research
- Income from non federal sources (e.g. student fees) is part of the federal budget
- Expenditures are paid by the federal budget (Personel, Infrastructure,...)

Universities Act 2002

www.bmwf.gv.at



- In effect since 2004
- Universities are autonomous corporate entities governed by the Universities Act 2002
- Management by objectives (performance agreement)

Universities Act 2002

www.bmwf.gv.at



- Triennial-budgets
- All income belongs to the university
- All expenditures are directly paid by the university

Universities Act 2002

www.bmwf.wg.at



Transition phase

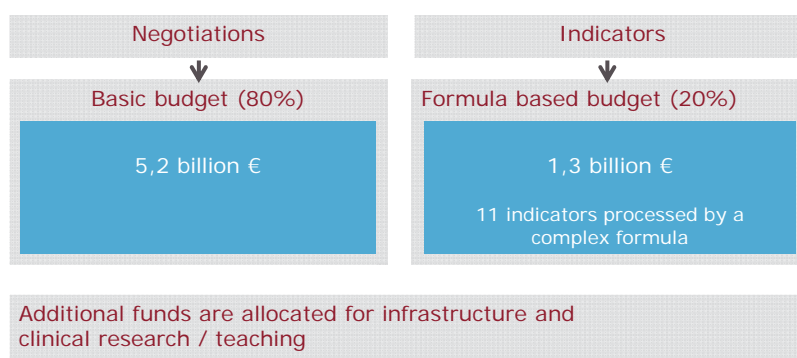
- 2004 – 2006: annual budgets to ease the funding transition
- since 2007: triennial performance agreements between universities and the ministry of science, research and economy

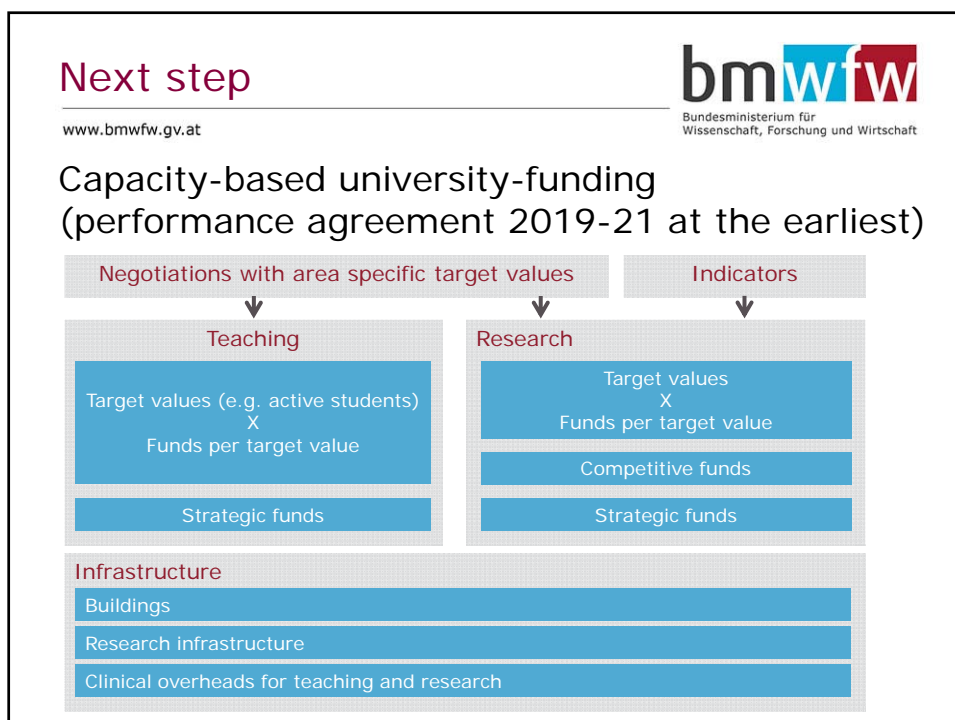
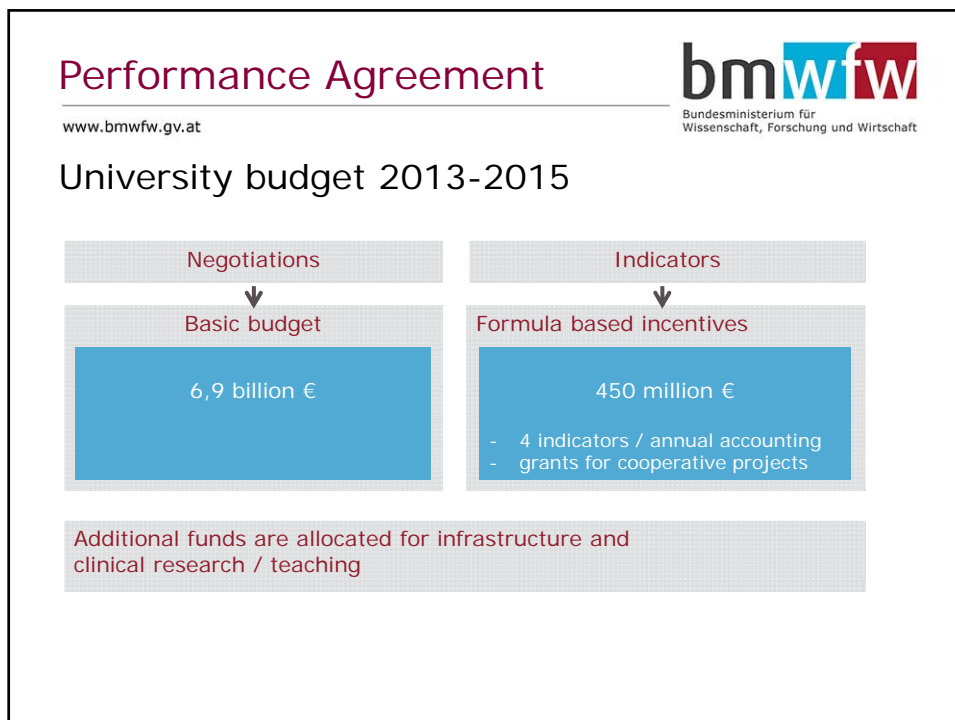
Performance Agreement

www.bmwf.wg.at



University budget 2010-2012





Next step

www.bmwf.gv.at



Steps to implement the capacity-based university-funding

- Adaption of the Universities Act 2002
- Implementation of admission controls
- Designing the implementation process

Further information

www.bmwf.gv.at



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E-Mail: Georg.Tummeltshammer@bmwf.gv.at






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Financial Management at Saarland University

Saarbrücken, Juli 2014

Saarland University on its way to financial autonomy, the
change process in 2004









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Facts & Figures about Saarland University

- Saarland University founded in 1948 with French assistance
- 8 Faculties
- 18.500 students in Saarbrücken and Homburg (Faculty of Medicine)
- 15 per cent international students
- 120 study programmes, 25 international degree programs with double-degree qualification
- 280 professors
- 4 Collaborative research centres and 5 graduate schools
- 5.000 People working at University (without Saarland Hospital)
- 252 spin-off companies with more than 1.454 employees
- 179 Mio. € lump sum Budget, 77 Mio. € third party funds

Seite 2 Ákos Barna

| | | | |
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|  |  |  | Tempus |
| <h2>Aspects of the Change Management process</h2> <ol style="list-style-type: none">1. Legal and regulatory framework2. Agreement and multi-year budget commitments3. Goal-oriented methods of distribution of funds (funding formulas and target agreements).4. Quality assurance procedures (eg evaluation)5. Reporting / external accounting6. Instruments of self-regulation of higher education | | | |
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| | | | |
|---|--|---|------------|
|  |  |  | Tempus |
| <h2>Legal and regulatory framework</h2> <ul style="list-style-type: none">• The State Higher Education Act the fundamental framework for the control to be defined, in particular in the form of decision-making and management structures. But for example, the legal form is relevant for the control possibilities of the state. Finally, it is regulated, the extent to which the autonomy of the university is limited by state participation and approval rights• Bologna declaration• German Reunification | | | |
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|  |  |  |  |
| <h2>UNIVERSITY AUTONOMY, Law-Nr. 1556 about Saarland University (2004 – University law)</h2> | | | |
| <ul style="list-style-type: none">• The introduction of the global budget was accompanied by the conclusion of a target and performance agreement and the reorganization of the financial management.• In accordance with the bargaining contract the university governs all questions of personnel administration and payroll itself.• The Saarland University issues its own regulations with statutes and rules. | | | |
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|  |  |  |  |
| <h2>Other financial rules and regulations</h2> | | | |
| <p>State budget regulation (Landeshaushaltsordnung) The State Budget Regulation defines principles for the financial law of public institutions</p> | | | |
| <p>Decree of the Ministry of Economics and Science of Saarland for financial reporting and accounting from the Saarland University (Rechnungslegungserlass) The decree regulates the installation and execution of the business plan, the payments and the audit of the financial statements.</p> | | | |
| <p>Accounting policy The accounting policy describe the outer form of a balance sheet, the content of the balance sheet, assessment of individual items of the balance sheet and the layout of the income statement.</p> | | | |
| <p>Tax Amendment Act The existing tax exemption of sales of state universities from research activity was abolished with effect from 01.01.2004</p> | | | |
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FAITH   Tempus

Agreement and multi-year budget commitments



Special Situation in Saarland:
One Land – One University

Financial Situation in 2004

The Saarland University was located in a financial situation that allows internal restructuring only through a redistribution of resources: An active profile maintenance and new developments will be realized only with savings in other areas. The University lacked an annual budget in the amount of approximately € 8 million.

The volume of the global budget in the coming years is negotiated and unchangeable; there is no way to soften the cap on the budget.

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FAITH   Tempus

Goal-oriented methods of distribution of funds

```
graph TD; subgraph State_control [State control]; SS[State Subsidy]; end; subgraph Method; FA[Full amount]; CP[Certain Percentage]; TA[Target agreements]; end; subgraph Operationalization; CF[Core funding]; TPC[Task and performance-related criteria]; DR[Discretionary rewards / sanctions]; end; SS --- Method; Method --- Operationalization;
```

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FAITH   Tempus

Functions of the target agreement

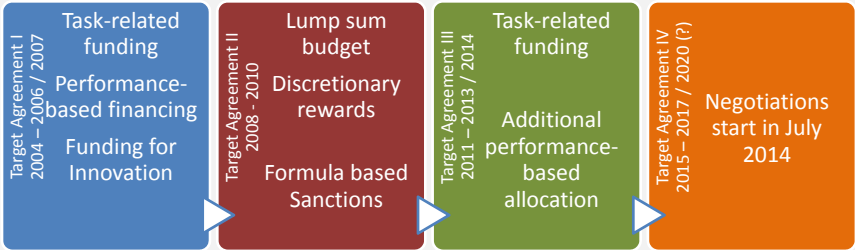
A core element of state control will be the target agreement between Saarland University and Ministry. The specific design depends on its function from:

- As part of the core funding goal setting is primarily used to legitimize a base model in the framework of the contract and the proof of self-control ability of the university.
- In the performance-based financing, the target agreement serves as the basis for the internal incentive schemes. The internal power reference can be anchored also in connection with the detection of self-control ability.
- In the innovation part to advance the project-specific agreements on objectives innovation and structural development while creating a balance between the promotion of autonomous profiling of Saarland University and the enforcement of state goals.

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FAITH   Tempus





Implementation of state control in differently configured target and performance agreements



| | | | |
|--|--|--|---|
| Target Agreement I 2004 – 2006 / 2007 Task-related funding Performance-based financing Funding for Innovation | Target Agreement II 2008 - 2010 Lump sum budget Discretionary rewards Formula based Sanctions | Target Agreement III 2011 – 2013 / 2014 Task-related funding Additional performance-based allocation | Target Agreement IV 2015 – 2017 / 2020 (?) Negotiations start in July 2014 |
|--|--|--|---|

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|  |  |  |  |
| <h2>Quality assurance procedures</h2> | | | |
| <p>Either a government agency is established and comprehensively introduced evaluations. Or will it be a date in the target agreements that the university is committed to evaluation and quality assurance and must demonstrate that this occurs in certain periods and with certain standards.</p> | | | |
| <p>It was implemented the second option because it lays more on self-responsible self-control. It could thus be ensured that at Saarland quality assurance is seen as a tool that is implemented in its own interest and used for the benefit of the university. Evaluation is not externally imposed routine and not for the bureaucratic process.</p> | | | |
| <p>The Saarland University is one of the first universities in Germany, which reached a system accreditation in 2013.</p> | | | |
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|  |  |  |  |
| <h2>Reporting / external accounting</h2> | | | |
| <p>The reporting system accepts complementary functions to the other instruments of the new control approach:</p> | | | |
| <ul style="list-style-type: none">• It contributes to the legitimacy of the global budget. By representing the academic work is placed over government and public accountability.• It supports state control (indicators of the formula, reports on the implementation of target agreements, etc.).• It ensures that the new control approach is also reflected in the budget and thus also arrives at the Parliament.• It supports the automatic control of the university. The university should actively use reports as instruments of communication and information policy and make and thus advance the higher education marketing.• The design of the reporting system must ensure that in the interplay with the other control instruments and be tailored to the priorities in the above-mentioned functions. | | | |
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FAITH   Tempus

The annual report

- The report is intended to represent the current **and** future situation of the company concerning the opportunities and risks. It must give arrange a true and fair view (§ 289 HGB).
- The report must be based on a proper analysis of the key financial performance indicators. This is to be referred on the financial statements reported amounts and disclosures.

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FAITH   Tempus

Four steps in the development of HEI's budgets





Cameralistics
Budget, income and expenditure -
Inputorientated





Flexibility
Transferability, cover eligibility,
universality principle



Lump sum budget
Disposal right about an allocated
amount

Autonomy
The allocation to a specific contingent
resources, responsible for the use of the
respective faculty (department, institute)
in decentralized resource responsibility.

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| | | | |
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|  |  |  |  |
| <h3>Differences between commercial and cameralistics accounting</h3> | | | |
| <p>In the past,...</p> <ul style="list-style-type: none">... the budget was managed with accounts for receipts and payments accounts (cameralistic). The cameralistic accounting is an inputorientated expenditure control instrument with a one-period relation that does not allow long-term planning.... building costs were not calculated. Areas were therefore a "free good" with infinite demand.... no depreciation has been calculated for fixed assets. Expenditure on goods "disappear" in the year of the procurement from the cameralistics.... costs were not allocated for each cost center.... were no forecasts made about cost trends (what does cost a graduate?). | | | |
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|  |  |  |  |
| <h3>Advantage of commercial accounting</h3> | | | |
| <p>Disclosure of resource consumption What performance is achieved with applied resources?</p> <p>Promote cost consciousness Which costs incurred and how did the developed?</p> <p>Long-term planning based on economic criteria Consideration of maintenance costs before making decisions. Which profit margin is achievable? What impact does the cost-related remodeling of the study right.</p> <p>Pricing What costs are incurred for a particular service? How high is the profit margin achieved?</p> <p>Decision support Which costs are associated with different options? Is it worth to invest in equipment or the purchase of a service economy? What additional resources are needed in increasing the number of students?</p> <p>Cost transparency What costs where caused by the administration and the technical assistance? What does a graduate and how to put together this cost? What does it cost to set up a new course?</p> | | | |
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FAITH   Tempus

Necessary measures in the change process

- 1 • Intensive training for the staff
- 2 • Hire staff with other qualifications than previously (accountant, IT, controlling, strategic planning)
- 3 • Create an understanding of the dependencies of all administration areas
- 4 • Support from the University Board





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FAITH   Tempus




Instruments of self-regulation of higher education

- Modernization (efficiency) of the courses offered
- Quality assurance (increase in training performance, reducing the study period)
- Internationalization of the curriculum
- Excellency in research (an increase in external funding share)
- Self-control of the University
- Introduction of double-entry bookkeeping
- Introduction of cost and management accounting
- Installation of higher education controlling

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| | | | |
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|  |  |  |  |
| <h3>Accounting objectives for the university</h3> <ul style="list-style-type: none">• Periodic accountability• Results analysis• Statement of net assets• Budgeting in accordance with achievable revenues• Target-performance comparison i.c. with a budget• Management audit• Performance monitoring• Control of resources• Calculation of internal and external service charges | | | |
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| | | | |
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|  |  |  |  |
| <h3>Other reasons for the need of business accountancy</h3> <ol style="list-style-type: none">1) The position of universities in the society has strongly changed in the last 20 years. In former times universities limited themselves to research and higher education, but today's universities had to compete for money with other universities and enterprises.2) The demand for university places is steadily increasing in spite of falling birth rates.3) The change from a pure cost reimbursement towards a financial autonomy requires a long-term budget instead of a medium-term budget.4) More and more networking with industry through Spin-offs, cooperations, funded projects, foundation professorships gains importance. | | | |
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Summary

- Block 1
 - Profile development
SWOT, Target agreements, Research-Cluster
- Block 2
 - Sustainable structures
BA/MA/ECTS, KLR, Budgeting
- Block 3
 - More incentives
LOM, Graduate Schools
- Block 4
 - Quality assurance
Accreditation, Evaluation

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FINANCIAL AUTONOMY AND ACCOUNTABILITY OF PUBLIC UNIVERSITIES IN AUSTRIA

Core elements of the Higher Education Sector of Austria

Prof. Arthur Mettinger, Rector , FH Campus Wien



PRINCIPLES OF FINANCING HIGHER EDUCATION IN AUSTRIA

Further development of the 200-year-old administration tradition

- a. the **state** retains a significant role as the **partner of the universities**
- b. the state has **statutory obligation to fund** its universities
- c. universities obtain **full legal capacity**



ROLE OF THE MINISTRY OF SCIENCE, RESEARCH AND ECONOMY

- The **political voice** of sciences (& humanities) and research
- Representative of the **interests** of the academic system, within the state, in the EU, internationally
- **Financing** state academic institutions – planning, preparation and implementation
- Harmonisation with **other political areas**
- Development of national **strategies**
- **Location policy**
- **Facilitator** of academic development & **Motor** for improvements
- **Partnership** with the universities, support & consultation
- **Legal supervision**



CHARACTERISTICS OF THE TYPES OF PUBLICLY FUNDED UNIVERSITIES IN AUSTRIA

Universities and Universities of Applied Sciences



CHARACTERISTICS

UNIVERSITY

- discipline-oriented
- research-based education
- (fundamental) research + teaching
- BA, MA + PhD
- No focus on needs
- tradition - 650 years
- Global budget
- Few restrictions on student numbers

UNIV. OF APPLIED SCIENCES

- profession-oriented
- research-based education
- teaching + (applied) research
- BA, MA
- Regional focus
- “newly established” - 20 years
- Money per student place
- Restricted student numbers



Differentiated system of types of HE institutions

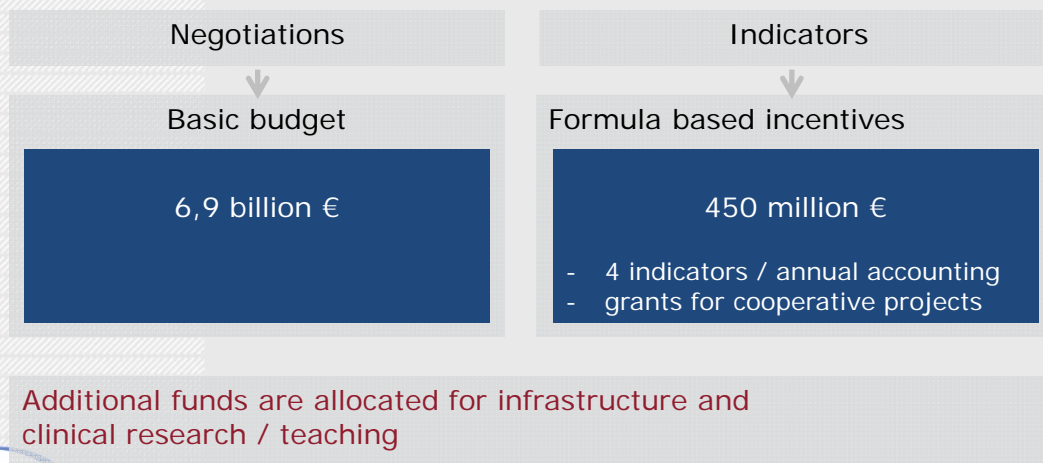


DIFFERENT FINANCING MODELS

Universities and Universities of Applied Sciences



PERFORMANCE AGREEMENT UNIVERSITY BUDGET 2013-2015



PER CAPITA FUNDING ANNUAL FUNDING RATES PER STUDY PLACE

| Type of funding group | Annual Funding Rate In EUR/Study place |
|---|--|
| For students admitted in courses with a "Technology" part of at least 50% | € 7.940,- |
| For students admitted in courses with a "Technology" part of at least 25% | € 6.990,- |
| For students admitted in courses with the focus on tourism | € 6.580,- |
| For students admitted in all other courses | € 6.510,- |



PER CAPITA FUNDING FH CAMPUS WIEN BUDGET

| Cost category | Share of total costs in % |
|---|---------------------------|
| Personnel Costs Degree Programmes | 57% |
| Lecturers | 20% |
| Part-time Lecturers | 17% |
| Degree Programme Administration | 14% |
| Researcher & Development Personnel | 3% |
| Other Personnel | 3% |
| Service Facilities („Overhead“) | 19% |
| Personnel Costs | 14% |
| Cost of Materials | 5% |
| Occupancy Costs (Offices, Lecture Rooms, etc.) | 17% |
| All other costs | 7% |
| TOTAL | 100% |



„SUCCESS FACTORS“

- Mutual trust as basis
- No micro-controlling by Ministry
- Annual profit and loss accounting by HEI
- Predictability of budget
- Need for good financial management inside Higher Education institution, including clear responsibilities
- Clear description of processes, IT support





1. The reform 2002



"The most sweeping reform in 150 years"

- **The aim:** a mass-knowledge-society
Universities contribute to the development of mass-knowledge-society and to the wealth of the people
- **The policy:** to improve the contribution of the Universities by
 - a. enhanced performance in teaching and research
 - b. better use of financial resources
- **Hypothesis:** Autonomous universities perform better than state directed universities
- Traditional sovereign control of the state → **collaborative model** ("New Public Management")

3

2. Principles of reform (1)



"The most sweeping reform in 150 years"

1. Further development of the 200 year old administration tradition
 - a. the **state** retains a significant role as the **partner of the universities**
 - b. the state's **statutory obligation to fund** its universities
 - c. universities obtain **full legal capacity**
2. Concerning the performance agreements, state and university are **equals** in legal terms: „**New Public Management**“ with dialogue and negotiations.

→ (2)

4

2. Principles of reform (2)



"The most sweeping reform in 150 years"

3. Universities become **business-like organizations** (→ management instruments!) but not businesses
4. Instead of innumerable detailed regulations – **own decision making and responsibility**
5. State **regulations reduced** to a minimum
6. Traditional **academic freedom** of research and teaching is preserved
7. No-one may be forced to research or teach against his conscience

5

3. Instruments of reform



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Legislation regulates the following:

1. Conditions for the **existence** of autonomous universities
2. **Transition** from state run to autonomous universities
3. Concrete **organisation** of the autonomous university is transferred to the university itself – through the new governance

6

4. Tools for steering university development (1)



1. Parliament passes the **overall budget** for the universities
2. The state decides by **law** on the following:
 - a. tuition fees (at present abolished for the most parts by exemptions)
 - b. admission to study courses (at present under discussion in Austria)
3. Decisions on **major investments** (buildings, large laboratories) are reserved for the **minister**
4. Everything else: contract between the ministry and the university ("**performance agreement**")

7

4. Tools for steering university development (2)



1. **Contextual control:**
 - a. Legal framework
 - b. Performance agreements & financing
 - c. Intellectual Capital Report
 - d. University Board
2. **Autonomous control:**
 - a. Control over personell matters
 - b. Election of the management
 - c. Organizational matters
 - d. „academic products“ - scholarship, curricula, research ...

8

5. Performance agreement (1)



www.bmwfw.gv.at

Federal Ministry of
Science, Research and Economy

- **Requirements** for proper functioning:
 - a. Participation with responsibility on both sides
 - b. Communication as equals at the legal level
 - c. Communication as equals at the social level
 - d. Consistency of approaches and behaviour
 - e. Reliability, mutual trust
 - f. Transparency

→ (2)

9

5. Performance agreement (2)



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Federal Ministry of
Science, Research and Economy

- **Elements** of the contract:
 - a. three-year term
 - b. services of the university
 - c. government money
 - d. drafted by the university
with a basis in the university's development
plan

→ (3)

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5. Performance agreement (3) **bmwfw**

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Federal Ministry of
Science, Research and Economy

- Role of the **ministry**:
 - a. Money continues to come from tax-payers
 - b. Ministry has a guiding role as a partner – does not dictate *

* But the Ministry always wears three hats: it has control over die financial resources, it is the referee at the supervisory level and it can normally induce changes of the laws.

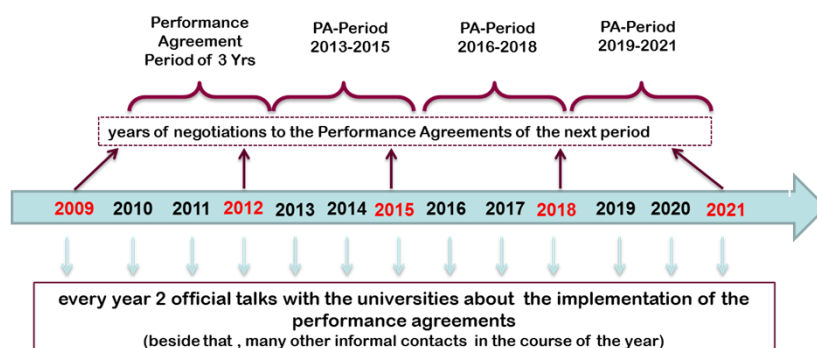
11

5. Performance agreement (4) **bmwfw**

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Federal Ministry of
Science, Research and Economy

- the governance **schedule**:



12

6. When a performance agreement cannot be reached



1. Strong reasons for arriving at an agreement – on both sides
2. Special **arbitration procedure** (a judge and the same number of nominees by the university and by the ministry)
3. If the arbitration procedure fails (appeal against the decision of the arbitration committee): action in the Constitutional Court
4. In the phase before a new contract is signed: university's budget must not be reduced

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7. Autonomy (1) (→ Art. 81c B-VG)



1. Appointment of **personnel**, including professors, and collective bargaining right;
2. the right of **self-organization** in terms of structure and workflow;
3. the **internal allocation of funds**, e.g. use of die 3-year global budgets;
4. the university **statutes**, and
5. the **content** of study programs, research programs, in-service and continuous education, thus: own priorities and own profiles on the basis of development plans.

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7. Autonomy (2) – in matters of the university's staff



1. **New staff** – employees of the universities, no longer civil servants
2. **Civil servant** already on the staff
 - a. are made available to the university by the state
 - b. retain all their rights
 - c. positions abolished when civil servants leave

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7. Autonomy (3) – Factors for successful transitions?!



1. Factual and mental preparation of die university members for the new situation;
2. their attitude to competition and their perception of international competition;
3. the prevailing university culture;
4. the specific actors at the level of senior management (University Council, Rectorate, Senate), and the employee and student representatives, and their personal conflict management skills;
5. the pace of change;
6. the self-imposed (to some extent at least) regulatory density (statutes, study programs, agreements on objectives, personnel, finance, reporting);
7. the real or perceived limitations at the local level in terms of personnel, finance and space, and
8. the internal and external agreements entered into (e.g. in the framework of objectives and performance agreements).

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8. The role of the parliament



Federal Ministry of
Science, Research and Economy

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1. Detail steering by means of legislation disappears (but sometimes it wants to come back)
2. Passing overall budget for the universities
3. Previous dominance of input-orientation is expanded: new report system (performance, balance sheets, intellectual capital reports) allows control and criticism of the universities' performance

17

9. The duties of the ministry



Federal Ministry of
Science, Research and Economy

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1. The **political voice** of sciences (& humanities) and research
2. Representative of the **interests** of the academic system, within the state, in the EU, internationally
3. **Financing** state academic institutions – planning, preparation and implementation
4. Harmonisation with **other political areas**
5. Development of national **strategies**
6. **Location policy**
7. **Facilitator** of academic development
8. **Motor** for improvements
9. **Partnership** with the universities, support & consultation
10. **Legal supervision**

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10. Perspectives & ... (1)

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1. After 10 years autonomy: „**Yes, we can.** But more transparency and accountability, please.“
2. Admission rules („Paradigma of **free access**“)
3. Quality- and **Capacity**-based funding („chronic underfunding“)
4. HEA: **Coordination** between the tertiary education sectors (universities, universities of applied sciences, private universities, teacher training colleges)
5. HEA: **Coordination** of the teaching and research programs at the various locations

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10. Perspectives & ... (2)

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6. Universities must be able to **identify and better understand the costs** of all their activities
7. **Private contributions** in HE should be accepted as investment in the individual career
8. More diversified income structure should be possible for HEI
9. Higher **transparency** of calculations and budgets (acceptance of autonomy, precondition for more money)
10. **Efficiency** reserves to be developed reside in internal operating procedures and structures (partially caused by law)

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bmwfw
Federal Ministry of
Science, Research and Economy




TEMPUS/KOSOVA/FAITH – Vienna, 31 March 2014

**Thank you for your
attention.**

elmar.pichl@bmwfw.gv.at
Director General for Higher Education

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| | | |
|--|---|---|
|  UNIVERSITÄT DES SAARLANDES |  Tempus |  |
| <h2>The German model(s) of allocating state money to Higher Education Institutions</h2> | | |
|  | Jörg Hormann, Assistant of the Vice-president for planning and strategy | |
| | FAITH Study Visit at Saarland University, 30 June 2014 | |
| 15.10.2015 | | |

| | | |
|--|--|---------|
|  | <h3>Agenda</h3> | |
|   | <ol style="list-style-type: none">1. Introduction2. Basic principles of financing Higher Education in Germany3. New public management4. Objectives of the financing models5. Types of financing models6. Examples7. Conclusion | |
| 15.10.2015 | FAITH Study Visit at Saarland University, Jörg Hormann | Seite 2 |

1. Introduction

Political background:

- Federalism
- 16 federal states in Germany
- The federal states are responsible for Higher Education

→ No homogeneous model of financing Higher Education!

→ „prohibition of cooperation“: The German federal government is not allowed to participate in financing HEIs

100 km stepmap.de

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Seite 3

2. Basic principles of financing HE in Germany

Financing Higher Education in the federalistic system

Basic funding
(federal states)

+

Third-party-funds
(public/private)

+

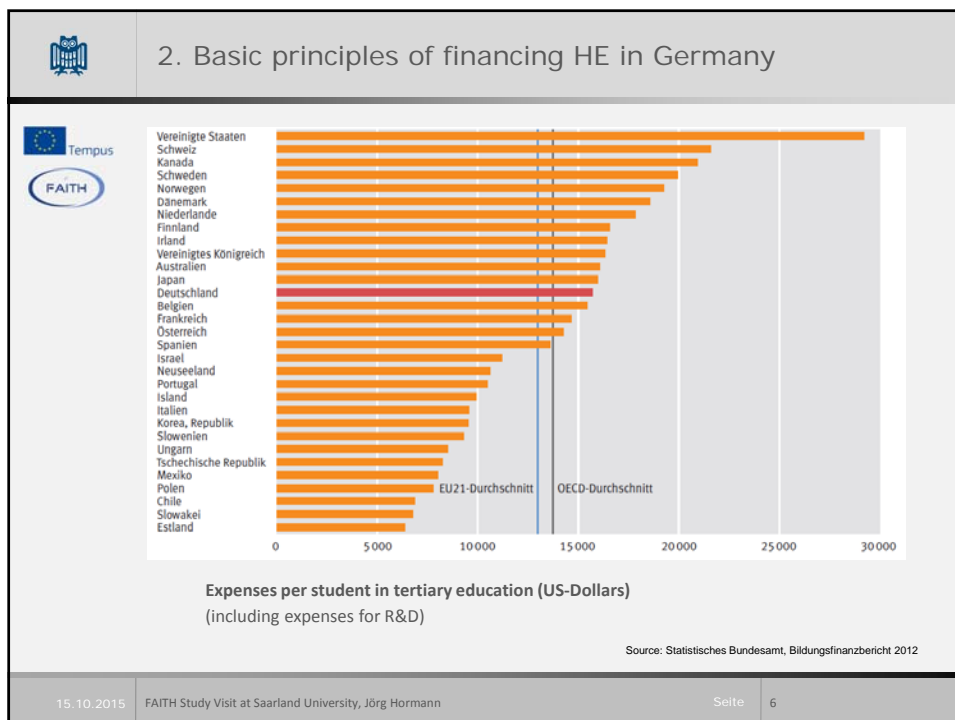
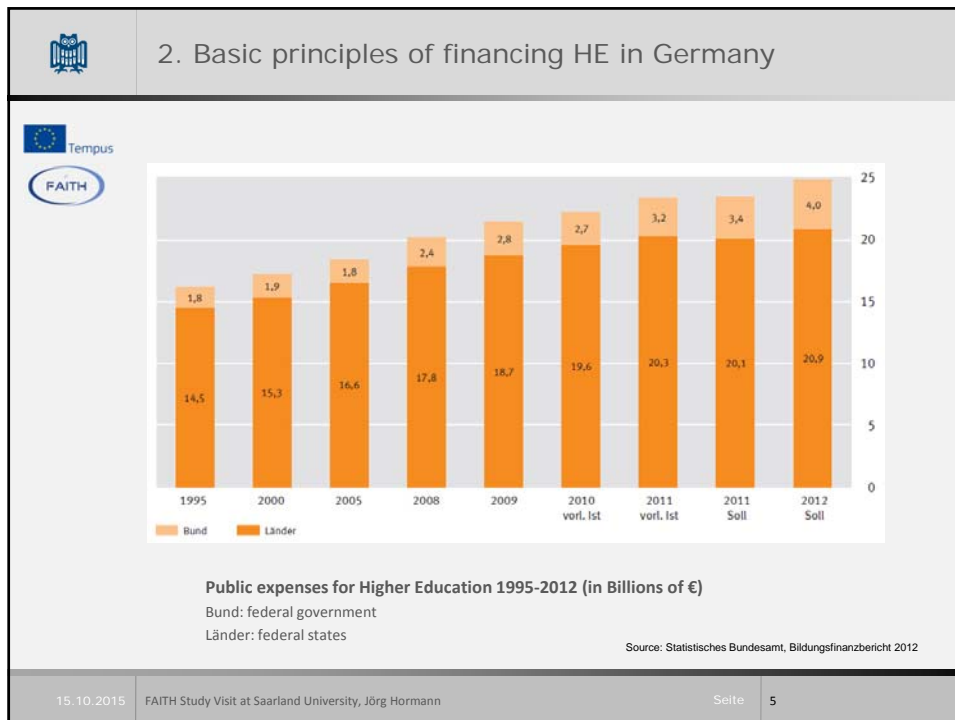
Administrative
revenues

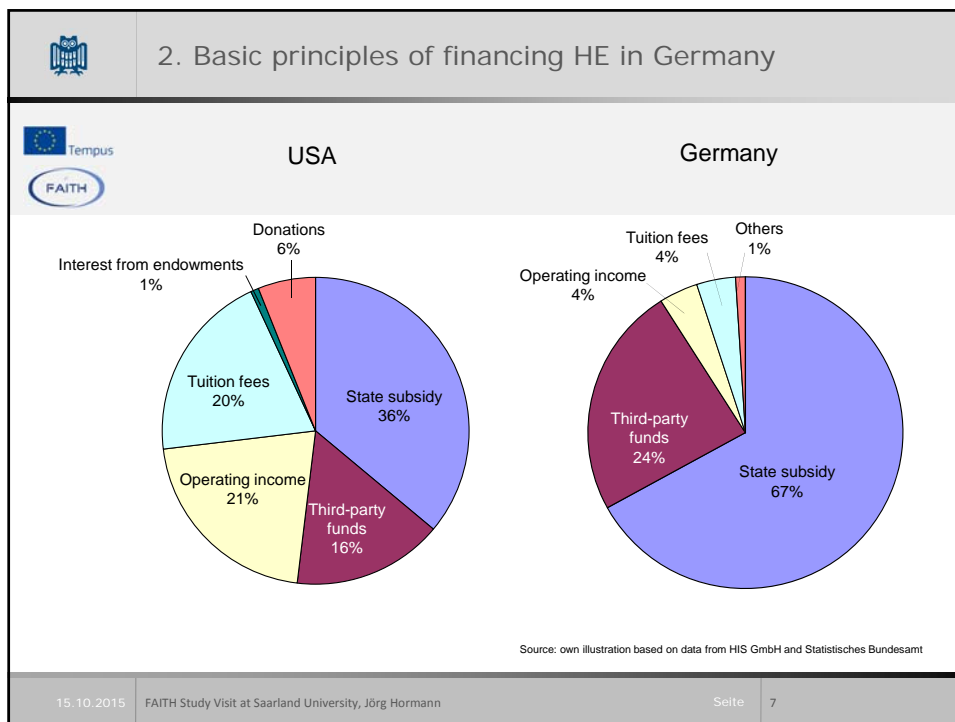
Dynamic factors

| | |
|---------------------------|-----------------------|
| Autonomy | Tuition fees |
| Global budgets | „Hochschulpakt 2010“ |
| Performance based funding | „Exzellenzinitiative“ |


Source: HIS-HF Institut für Hochschulforschung, Hannover, 11.05.2012

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Seite 4





3. New Public Management



- New approach to steer HEIs since the 1990s
- Change from input-oriented to output-oriented steering
- Governmental ‚nanny-state‘ steering replaced by establishing incentives for HEIs, which should affect their action

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Seite 8

3. New Public Management

Changes in steering HEIs towards New Public Management

state regulation

target-based external control

competition

Hierarchic self-control

Academic self-organisation


Source: Lange 2005, Schimank 2007



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Seite 9

4. Objectives of the financing models

- Linking the amount of state subsidies to the duties and the performance of HEIs,
- Models are supposed to clarify that HEIs not only **receive** money but rather **receive money for specific purposes**
- Pricing of performances
- Use of indicators, which should be able to quantify the volume of the duties and to measure performance
- Composition of indicators can express certain political targets
 - **IMPORTANT:** there must be clarity and consensus about those targets, before measuring them with indicators!


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 5. Types of financing models

BASIC FUNDING PERFORMANCE BASED FUNDING

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 5. Types of financing models

BASIC FUNDING

Purposes:

- Legitimation of the allocation of funds to HEIs
- Basic financial security of HEIs
- Ensure the basic duties of HEIs
 - Study and teaching
 - Research
 - Continuing education

Determination:

- vital element: negociacions
- Should reflect the expected benefits
- Can be based on indicators:
 - Demand-oriented (number of students, capacity utilisation)
 - Output-oriented (number of graduates)
 - Input-oriented (number of professors)

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5. Types of financing models

Tempus FAITH

PERFORMANCE BASED FUNDING

Purposes:

- Establishing commercial incentives
- Encouraging HEIs to act entrepreneurial
- Increase of efficiency and performance
- Creating competition among HEIs

Determination:

- Apportionment based on performance indicators
- Redistribution of (parts of) the state subsidy among several HEIs
→ closed system

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5. Types of financing models

Tempus FAITH

BASIC FUNDING

- Negociacions
- Criteria-based (indicators)




Lump-sum (global) budget




PERFORMANCE BASED FUNDING


- Indicators



Performance budget

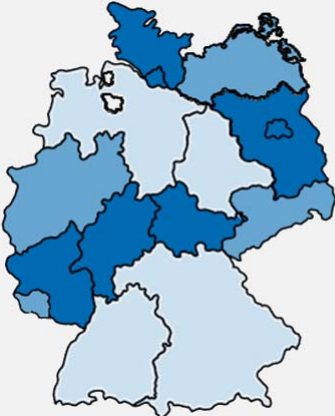
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|  5. Types of financing models | | | | |
|--|--|---|---|--|
|   | | Line-item budgeting | Lump sum budgeting | Performance based budgeting |
| | Basis of funding | fixed budgets for all parts of the HEI's organizational structure and its cost elements | Ideal case: only two budgets: - investment - expenses | budget determination by indicators |
| | Determination | Mostly state regulated | Target agreements, indicators | Target agreements, indicators |
| | Effect | Input-orientated, e.g. fixed budgets for personell | Halfway output-orientated, most important strategies and activities to be achieved by HEI are fixed in agreements | Strongly output-orientated, direct correlation between budget and goals achieved |
| 15.10.2015 | FAITH Study Visit at Saarland University, Jörg Hormann | | Seite | 15 |

|  5. Types of financing models | | | | |
|--|--|--|-------|----|
|   | Combination of lump sum budget and performance based budget | | | |
| | | <ul style="list-style-type: none"> ▪ Basic fundig: lump sum budgeting <ul style="list-style-type: none"> – Fixed amount, either determined by negotiations or by different criteria – Periods: 1 or more than 1 years (UdS: 3 years) ▪ Additional (or part of basic-) budget assigned as a formula-based performance budget | | |
| 15.10.2015 | FAITH Study Visit at Saarland University, Jörg Hormann | | Seite | 16 |

 5. Types of financing models


 





- Criteria-based basic funding and formula-based performance budget
- otherwise determined basic funding (> 1 year) and formula-based performance budget
- otherwise determined basic funding (1 year) and formula-based performance budget
- otherwise determined basic funding (1 year) without formula-based performance budget

Source: HIS GmbH (modified)

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 6. Examples


 



BASIC FUNDING

Example: Hesse

| | |
|-------------------|---|
| Indicator | Number of students (target) within regular duration of study → Agreed for an period of several years between state and HEI |
| Calculation | Number of students x subject-specific price |
| Pricing | Based on actual statistic data (cost-unit-accounting) |
| Steering approach | Discrepancies to the agreed number of students within a tolerance of 10% have no effect on the budget, undershooting 10% leads to price-reduction |
| Outlook | Planned modification: calculation based on actual numbers of students instead of agreed numbers |

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6. Examples







BASIC FUNDING

Example: Brandenburg

| | |
|---------------------------|---|
| Indicators | <ul style="list-style-type: none"> Number of students within regular duration of study Number of professors |
| Calculation | Indicators x cluster-specific standard values for students and professors |
| Pricing | Standard values per professor, standard values per student |
| Further attributes | Depending on subject clusters: different percentages for the apportionment of budgets by number of professors, respectively number of students <ul style="list-style-type: none"> Humanities: 25% number of professors : 75% students Natural sciences: 40% professors : 25% students |

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6. Examples

PERFORMANCE BASED FUNDING

Common indicators:

| | |
|----------------------------|--|
| Teaching | <ul style="list-style-type: none"> Graduates, success rates Students within regular duration of study, capacity utilization First-year students |
| Research | <ul style="list-style-type: none"> Third-party-funds Doctoral degrees publications |
| Equal opportunities | <ul style="list-style-type: none"> Proportions of women: students / graduates / doctorates Proportions of women: academic staff |
| Internationality | <ul style="list-style-type: none"> Teaching: international students, incomings, outgoings Research: Humboldt-scholarship holders, international cooperation projects |
| Misc. | <ul style="list-style-type: none"> Awards Patents Ranking results |

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6. Examples

Tempus FAITH

Example: Saarland University (2011-2013)

| | | |
|--------------------------------------|---------------------------|------------------------|
| Lump-sum budget (consumptive) | 145,500,000.- € | |
| Lump-sum budget (investment) | 5,500,000.- € | |
| Compensation for ceased tuition fees | 10,000,000.- € | |
| | Lump-sum (total) | 161,000,000.- € |
| indicator-based performance budget | 10,000,000.- € | |
| | TOTAL STATE BUDGET | 171,000,000.- € |

15.10.2015 FAITH Study Visit at Saarland University, Jörg Hormann Seite 21

6. Examples

Tempus FAITH

Performance Indicators: Saarland University

a) dynamic performance indicators:

| Indikator | Weighting factor | Target | Result (2011) | Target and result score |
|---|------------------|---------|---------------|-------------------------|
| Doctoral degrees | 15% | 100,00% | 90,08% | 90,08% |
| Third-party funds | 15% | 100,00% | 88,10% | 88,10% |
| Humboldt-scholarship holders | 5% | 100,00% | 104,10% | 104,10% |
| Participants GradUS (postgraduate study assistance program) | 5% | 15,00% | 14,27% | 95,11% |
| Capacity utilization | 15% | 90,00% | 97,87% | 108,74% |
| Results of CHE-Ranking | 10% | 50,00% | 51,78% | 103,56% |
| International degrees | 5% | 150,00% | 189,48% | 126,32% |
| International study programs | 5% | 25,00% | 23,23% | 92,91% |
| „Studienstiftung Saar“ applications | 5% | 30 | 58 | 193,33% |
| Percentage of women (appointed professors) | 10% | 16,00% | 14,83% | 92,67% |
| Start-ups | 5% | 20 | 18 | 90,00% |
| Patents | 5% | 20 | 26 | 130,00% |

b) project-related bonuses:

| Projekt | Einheit |
|--|-----------------------------------|
| „Exzellenzinitiative“ | Number of approved sub-projects |
| Joint research projects | Number of approved projects |
| Humboldt-professorships | Number of successful procurements |
| Successful completion of institutional accreditation | Yes/No |
| Successful re-auditing „family-friendly HEI“ | Yes/No |
| Successful application „EXIST“ | Yes/No |
| Re-auditing „University of the Greater region“ | Yes/No |

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7. Conclusion



- Basic funding shall give the HEI the opportunity to fulfil its core functions
- Global (lump-sum) budgets enable HEIs to decide autonomously, on **how to** achieve their goals, but not to decide in their sole discretion, **which goals** to achieve!

- Performance based funding shall create incentives to increase performance and efficiency
- Problems of performance budgets:
 - Closed system: redistribution of funds among HEIs, no real possibility to raise funds in relation to performance
 - Complex calculation of indicators restrain transparency
 - Indicators describe mostly quantitative, no qualitative aspects

FINANCIAL MANAGEMENT OF HEIS

CASE STUDY OF THE UNIVERSITY OF ALICANTE



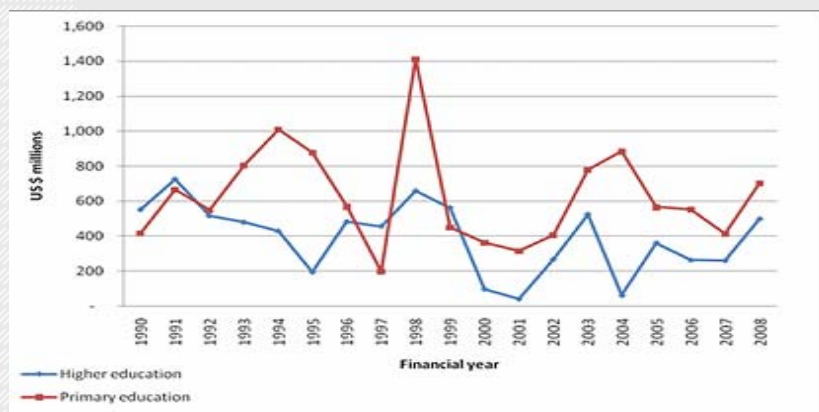
INDEX

- The International context
- The National context
- The Case of the UA and Regional Government



THE INTERNATIONAL CONTEXT

- Importance of HE in the EU strategy and international cooperation



THE INTERNATIONAL CONTEXT

- **Crisis. Governments** try to implement an Agenda of a financial and management reform for the HEIs
 - Promotes cooperation with private sector
 - Focusing research to private sector needs
- **HEIs** try to modify their governance model through higher transparency and responsibilities of its financial and management practices, diversifying their funding sources in order to improve the support to academic and research activities.



THE NATIONAL CONTEXT

- The regional governments are responsible in Spain of the Education budget
- The national government manage the budget for Research, Development and Innovation



THE SPANISH HE CONTEXT

- **HE administrative responsibilities** are distributed among the central **Ministry for Education, governments from 17 autonomous regions and universities.**
- **University autonomy is in the Spanish Constitution.**
- The **central government** is in charge of defining **national policies and the main regulatory mechanics.** Additional legislation is established by governments of autonomous communities.
- **Public universities funding** in Spain is **regional based** while **HE regulation** is a competence of the **national authorities.**
- Central government funds research activities, allocated students grants and the loan system.



THE SPANISH HE CONTEXT

Two coordination bodies:

- General Conference on University Policy: chaired by the Minister of Education, Culture and Sports, composed by representatives of governments of autonomous communities and five members designated by the chair. Main purpose: General university policy.
- Council of Universities: chaired by the Minister of Education, Culture and Sports, composed by the university rectors and five members designated by the chair. Main purpose: Coordination within the university system.



THE SPANISH HE SYSTEM

HE system: mainly universities

- 79 universities (50 publics+29 privates), 17 autonomous regions, 1.650.000 students at Spanish Universities, 89% public universities
- The National Agency for Quality Assessment and Accreditation of Spain (ANECA), 4 QA regional agencies in ENQA&EQAR, 6 QA regional agencies.



POLICY CHANGES IN SPAIN

- Organic Law of Universities, was enacted in 2001. A modification was introduced in 2007: strengthen the autonomy of spanish universities. Spanish universities have modified their policies, governance structure and funding priorities.
- Universities have a strong democratic internal structure, being the power over crucial decisions shared by collegial body, but still historical regulations.
- Royal Decree 1393/2007: the Universities are given freedom to propose titles and define the curricula, makes the organization of university teaching more flexible, favoring curricula diversification...



this is an historical change!



HE SPENDING SPAIN

- Spending on higher education: 1.2% of the Spanish GDP, below the OCDE average
- Expenditure per student relative to GPD per capita 40%



STUDENT AID SYSTEM SPAIN

- The student financial aid system is relatively modest
- Concerns persist as regards equity of access:
 - policy of low tuition fee in public universities,
 - creation of universities, improving geographical accessibility.



R+D EXPENDITURE SPAIN

- R&D expenditure increase the budget in 2005, 2006, 2007, 2008,
- around 1.39% GDP in 2008,
- but decrease in 2009 (0.8%), 2010 (1.7%),
- dramatically in 2012, 25.26 %



SPAIN LCTI

- R&DLaw 14/2011, to June 1st, Science Technology and Innovation (approved by almost parliamentary parties)
- Replace the Scientific and Technological Research Law in place since 1986.
- Its aim is to "establish a general framework for the promotion and coordination of scientific and technical research to contribute to sustainable development and social welfare through the generation and dissemination of knowledge and innovation"



SPAIN LCTI

- The Law defines the Spanish Science, Technology and Innovation System, which is made up of the Spanish General State Administration System and the Systems of each of the Autonomous Communities, and includes the execution players.
- Development of research and innovation competences at regional level requires new cooperation based mechanisms of governance.
- The growing Spanish European dimension brings the need for a new legal framework to support collaboration between Public Administrations and, at the same time, to ease the Spanish role in the development of the European Research Area (ERA) and the European Knowledge Area (EKA).



SPAIN LCTI

- The qualitative and quantitative change in the public resources allocated to R&D and Innovation in Spain requires a transformation of the existing management model of the State General Administration towards a new scheme, the **Research State Agency**.
- The Spanish transition towards a knowledge and innovation based society was lacking some legal support regarding research and innovation.



SPAIN LCTI

It aims to create a professional development path for research staff. Its main new features include the ambitious task **of regulating mobility between public entities and the private sector**, creating specific employment contracts for researchers and the undertaking, in a clearly defined manner, of performance evaluations for career professionals in the public research entities of the General State Administration.



SPAIN CURRENT REFORMS

- Current reforms in the HE system only have one goal: to reduce public spending.
- Autonomy is no in the core of the new regulations.
- On the contrary, government is establishing the same system of control over expenditures and activities than the other public funded institutions.
- At this moment, there are no incentives for HEI. It seems that the unique strategy is to reduce all type of resources: staff, infrastructures, research funds.



SPAIN CURRENT REFORMS

- Royal Decree *Law 14/2012 of 20 April, on urgent measures to rationalize public spending in education:*
- Austerity measures having only been imposed
- Spain have reported predicted decreases funding
- Autonomy? Public universities? Private?
- Equity? **Tuition fees increase but not provide more resources** to the universities because the income will be reduced in the same level.
- Loan system has been cancelled



THE REGIONAL CONTEXT

"MULTI-YEAR FINANCING PLAN FOR THE UNIVERSITY (2010-2017)"

Model linking funding to the achievement of results and differentiates well between learning outcomes and research results.

Allows the viewing of the funding tied to goals that has been applied since 2003 in response to the peculiarities of each university.



THE REGIONAL CONTEXT

Signed by:
Regional Ministry of Education
Regional Ministry of Economy

+ 5 local universities

**PLAN PLURIANUAL DE
FINANCIACIÓN DEL
SISTEMA UNIVERSITARIO
PÚBLICO VALENCIANO
2010-2017**

Septiembre 2010



THE REGIONAL CONTEXT

- The components of the funding scheme are:
 - financing by results **(65%)**,
 - structural financing **(29%)**,
 - financing for quality **(6%)**.
- The funding by results covers the learning outcomes, research outcomes and technology transfer outcomes.



THE REGIONAL CONTEXT

- The structural funding consider three types of activity:
 - Fixed retribution to cover the cost necessary for its functioning
 - A grant to cover staff cost related to research as stipulated by law
 - A grant to offset the costs related to the national and regional regulations that HEIs must comply with.



THE REGIONAL CONTEXT

- The funding for the improvement of the quality its created to improve the quality of different aspects of the university.
- Objectives are fixed in order to:
 - improve the efficiency of public universities in the region,
 - to strengthen its positioning in the national and international context
 - increase it contribution to society.



UNIVERSITY OF ALICANTE

B1. Governing bodies



B2. Budget distribution



B1. GOVERNING BODIES

| COLEGIATES | UNIPERSONALS |
|---|--|
| <ul style="list-style-type: none"> • Social Advisory Board • Senate • Governing Council • Electoral Board | <ul style="list-style-type: none"> • Rector • Vicerrector • General Secretary Office of the comptroller |

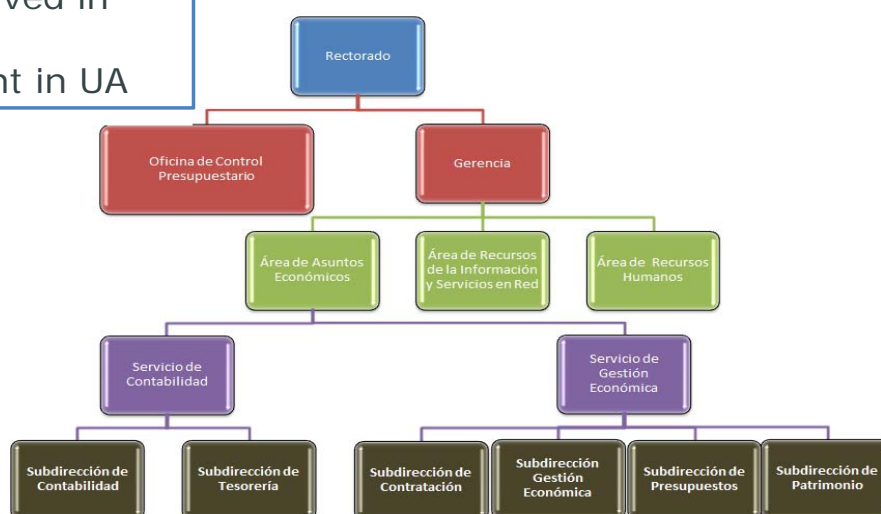


Government bodies determine the fundraising and the distribution of expenditure.



B1. ORGANIGRAMME

Bodies involved in economic management in UA



B1. ECONOMIC MANAGEMENT PROGRAMME

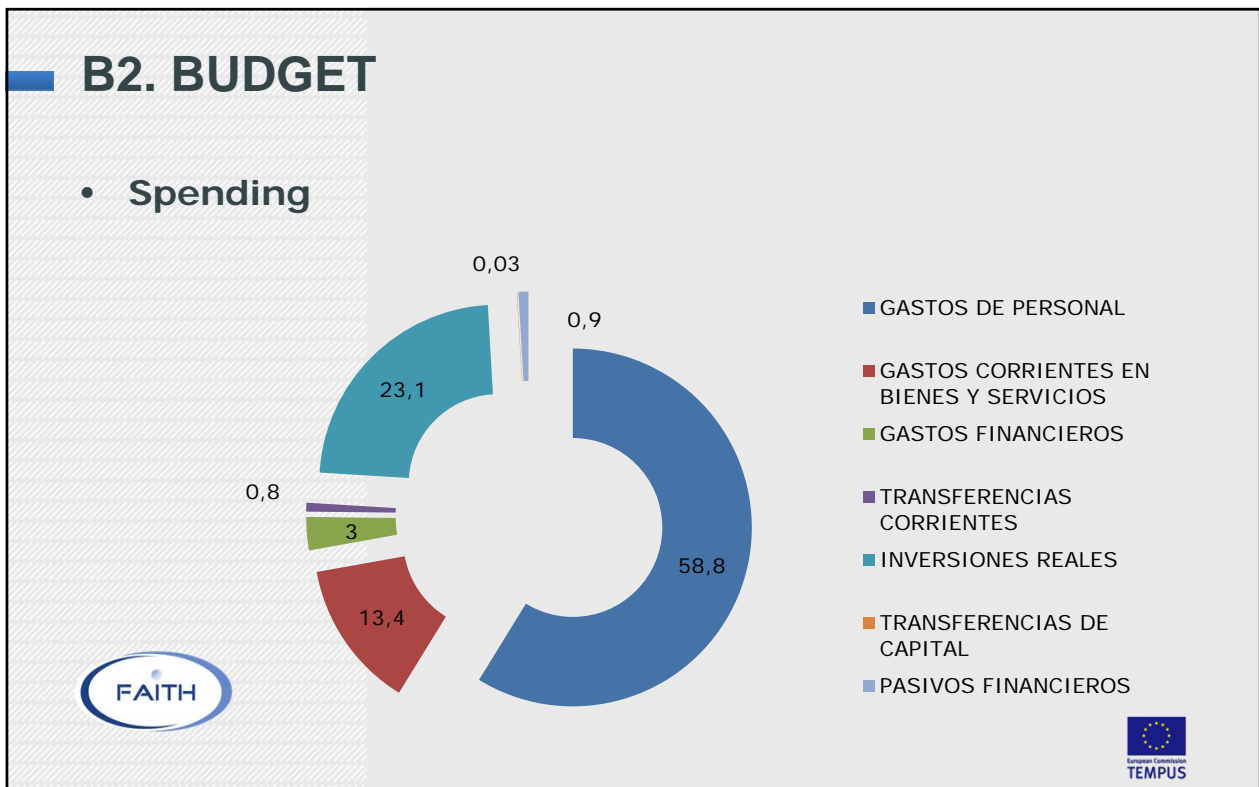
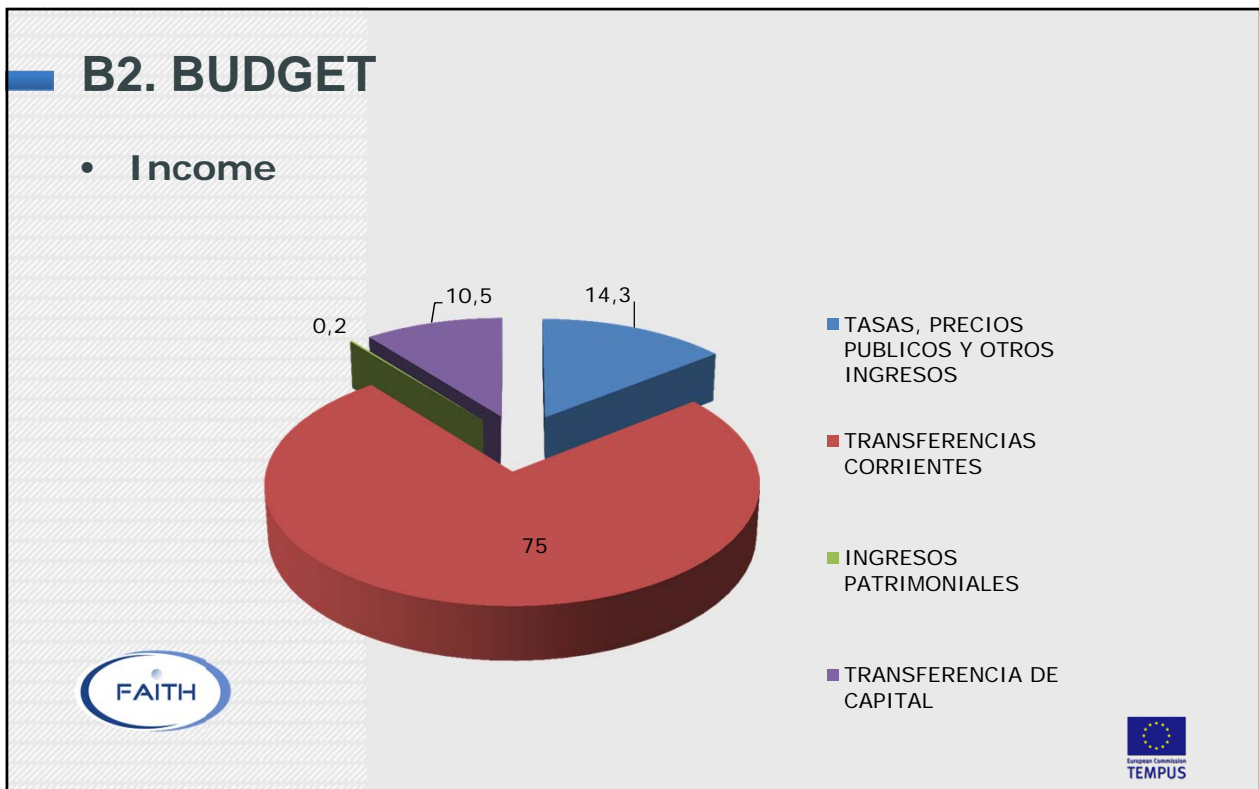
- Economic management is performed from a comprehensive tool created in UA



B2. BUDGET

- BUDGET2014; **173.854.800,10€**
- Income
- Spending





CONCLUSIONS

- Budget considers the items and conditions of the **MPF**;
- UA must exploit its strengths to **increase funding objectives**;
- UA has to increase its levels of **transparency** and **decentralization**;
- Allocation of resources related to the installment of the implementation of an **analytical accounting**;
- Establishment of flexible mechanisms to encourage **external fundraising**;
- Promoting the "economic sensibility"



Thank you!
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Financing Higher Education in Kosovo

Vienna, 8 September, 2014

Bujar Gallopeni

K-CIRT

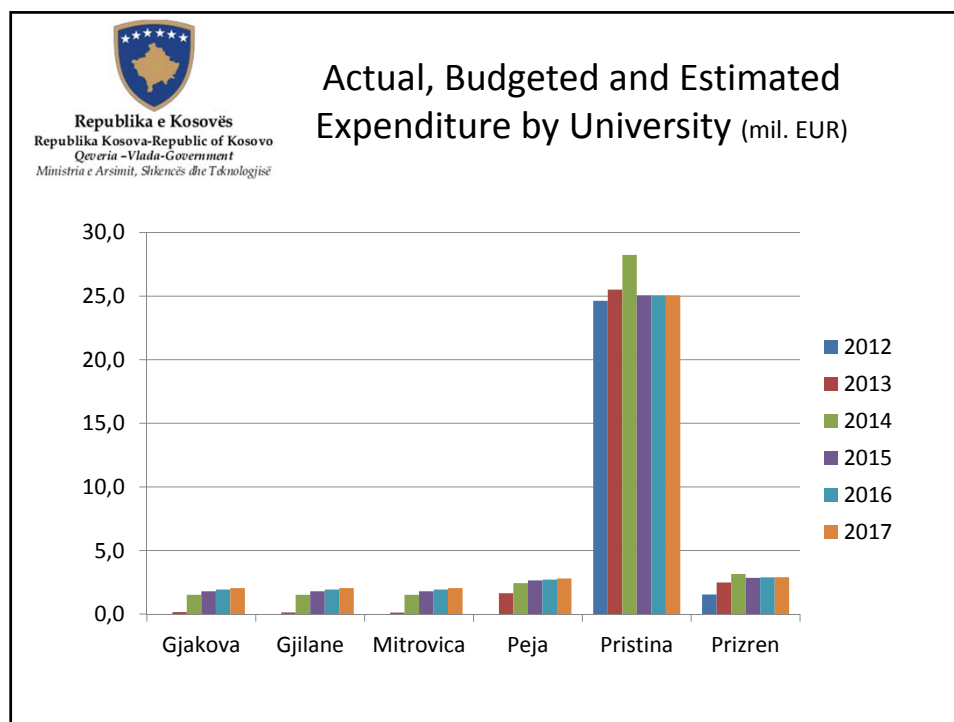


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Current Financing Mechanism

1. University of Pristina is a Main Budget Organization and for the purpose of budgeting directly subordinated to the Ministry of Finance.
2. Universities of Prizren, Peja, Mitrovica, Gjilane, Gjakova are subordinated to MEST.
3. Budgets are largely based on incremental calculations but major policy changes are considered.
4. Linkage between 'outputs' (in particular number of students) and allocated budget is relatively weak.
5. Some inconsistencies in investment expenditure allocations can be observed.

Formula based allocations to higher education (teaching component) is likely to strengthen 'policy based budgeting'



Key Performance Indicators
indicative

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| | 2012 actual | 2013 actual | 2014 budget | 2015 plan | 2016 plan | 2017 plan |
|--|----------------|----------------|----------------|--------------|--------------|--------------|
| Total nr. students in public universities | 48,790 | 64,112 | 72,900 | 76,940 | 72,772 | 73,789 |
| Annual increase nr. students in public universities | - | 24% | 12% | 5% | -6% | 1% |
| UP Nr. Students | 46,460 | 52,896 | 57,750 | 59,084 | 52,597 | 52,601 |
| UP Nr. Staf (FTE) | 2,142 | 2,142 | 2,142 | 2,142 | 2,142 | 2,142 |
| UP Student Staff Ratio | 21.7 | 24.7 | 27.0 | 27.6 | 24.6 | 24.6 |
| UP Avg Annual OPEX per Student (EUR) | 507 | 450 | 429 | 366 | 411 | 411 |
| UP Avg annual OPEX as percentage of GDP per capita | 18.9% | 16.3% | 14.9% | 12.1% | 13.1% | 12.5% |
| UP Percentage of students receiving a scholarship | 3.0% | 2.7% | 2.5% | 2.5% | 2.8% | 2.8% |
| UP Percentage of staff participating in publications | 3.8% | 4.1% | 5.2% | 6.6% | 7.7% | 11.0% |
| UP Percentage of PhD students | 0.2% | 0.3% | 0.4% | 1.0% | 1.1% | 1.1% |
| MEST Nr. Students | 2,330 | 11,216 | 15,150 | 17,856 | 20,175 | 21,188 |
| MEST Nr. Staf (FTE) | 101 | 311 | 563 | 584 | 597 | 601 |
| MEST Student Staff Ratio | 29.1 | 51.3 | 38.5 | 43.8 | 48.3 | 50.7 |
| MEST Avg Annual OPEX per Student (EUR) | 520 | 342 | 561 | 473 | 437 | 418 |
| MEST Avg annual OPEX as percent. of GDP per capita | 19.4% | 12.4% | 19.5% | 15.7% | 13.9% | 12.7% |

Note: some uncertainty about credibility of data exists



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Budget and Outputs (2014)

| University | Budget (mn. EUR) | Est. Number of Students | Recurrent Budget per student (EUR) |
|--------------|------------------|-------------------------|------------------------------------|
| Total | 38,2 | 72,900 | 456 |
| Gjakova | 1.5 | 789 | 1,660 |
| Gjilane | 1.5 | 2,106 | 622 |
| Mitrovica | 1.4 | 805 | 1,546 |
| Peja | 2.4 | 5,575 | 356 |
| Pristina | 29.7 | 57,750 | 429 |
| Prizren | 3.2 | 5,875 | 452 |

Note: some uncertainty about credibility of data exists



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Why to introduce formula based allocations

1. Considered 'good practice' in many countries
2. Output based: linkage with delivered outputs
3. Improves transparency of key policy decisions and links to effectiveness
4. Facilitates accountability and monitoring of operational efficiency



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Law on Higher Education Article 21 **Funding Methodology**


1. In collaboration with the Ministry of Finance, the Ministry shall set out in an **administrative instruction** the **methodology** to be used for the **allocation of funds** for teaching and research in the public interest, together with any other allowances or concessions which may be approved by the Government. Funds may be allocated for the purposes of **teaching; teaching-related research; infrastructure; or other purposes.**
2. **Allocation of funds for teaching specifies the number of students** to be educated with public expenses in certain disciplines or fields of study. This number should be in accordance with **maximum numbers** prescribed in a provider's current license. Description attached to each discipline or field determined through a sub legal act.



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Law on Higher Education Article 21 **Funding Methodology**

3. Ministry sets funding of higher education providers taking into account the **objectives specified in the strategic plan** of the provider and any observations or recommendations from KAA related to the **quality of teaching** of these providers or of specific programs.
4. Ministry shall have regard to the provider's **recent performance** and shall set an **indicative budget** path for a **five-year funding cycle**. The allocation of funds to a provider shall take the form of a **performance agreement**, running over three years, which shall be published by the Ministry once it has been agreed with the respective provider.




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Law on Higher Education

Article 21 **Funding Methodology**

5. Funds shall be **allocated each year** as an amount paid to the provider during the financial year time intervals defined by the Ministry of Finance, within the terms of its Strategic Plan, the limits of its licence and any conditions attached to the funds by the Ministry.


6. **Governing Council** approves financial scheme of delegation and accountability in **budgetary sub-units** within the institution through which reflected strategic planning and performance reporting duties that it owes the Ministry. All such schemes will encourage and facilitate capacity development, quality enhancement and achievement of agreed outcomes within each sub-unit budget. The Governing Council will approve **Financial Regulations** in accordance with the legislation in force. These arrangements will be incorporated in the provider's Statute.



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Proposed Financing Mechanism For Higher Education?

| Formula Based Allocations | Project Based Allocations |
|---|--|
| <ul style="list-style-type: none">• Overhead / Management• Teaching | <ul style="list-style-type: none">• Capital Investments• Development projects• Scientific Research |



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 Ministria e Arsimit, Shkencës dhe Teknologjisë

Components of the formula

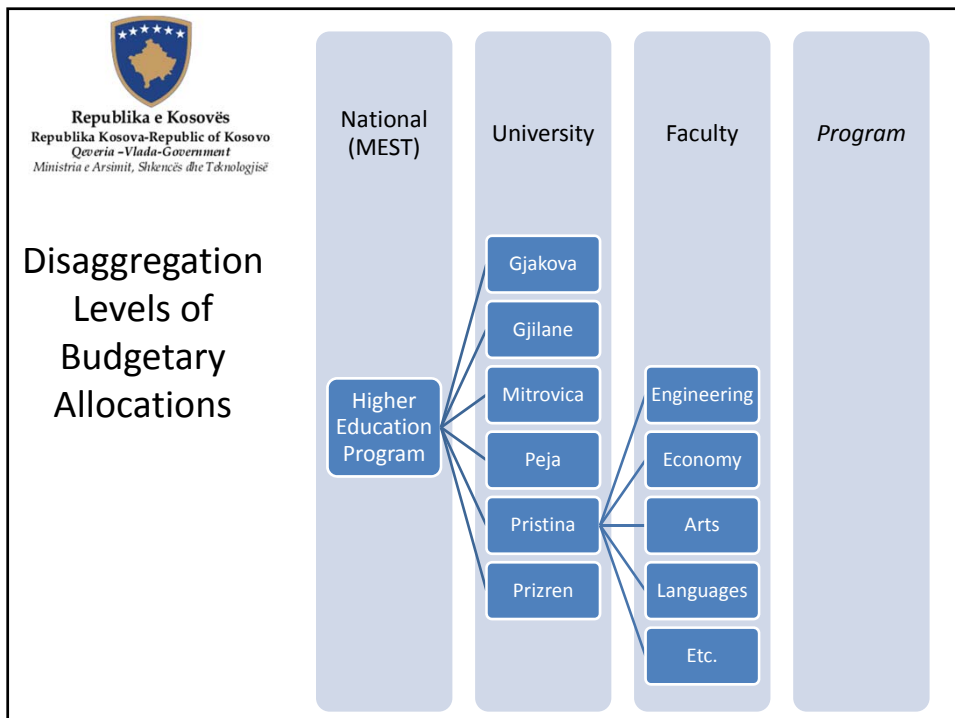
Output Based Component


- Number of Active Students


Performance Based Component


- Measurable/Verifiable Indicators to be defined

Note: Gradual development towards 'performance based' (e.g. on the basis of the number of students that obtain their diploma within an agreed period of time) since this requires a very high level of quality measurement and control.



| | | |
|---|---|---|
|  <p>Republika e Kosovës Republika Kosova-Republic of Kosovo Qeveria -Vlada-Government Ministria e Arsimit, Shkencës dhe Teknologjisë</p> | | <p>Parameters for Budgetary Allocation for the Teaching component <i>Proposed example based on costing instruction</i></p> |
| Economic Category Wages | | |
| Academic Staff | <ul style="list-style-type: none"> • Number of Active Students • Normative Student – Academic Staff Ratio • Number of academic staff FTE • Average Gross Wage Cost per Staff <p><i>Differentiation by program and level if needed</i></p> | |
| Management | <ul style="list-style-type: none"> • Normative number of managers • Average Gross Wage Cost per Staff <p><i>Differentiation by size of university if needed</i></p> | |
| Support Staff | <ul style="list-style-type: none"> • Normative number of Support Staff in relation to number of active students • Average Gross Wage Cost per Staff | |

| | | |
|---|--|---|
|  <p>Republika e Kosovës Republika Kosova-Republic of Kosovo Qeveria -Vlada-Government Ministria e Arsimit, Shkencës dhe Teknologjisë</p> | | <p>Parameters for Budgetary Allocation for the Teaching component <i>Proposed example based on costing instruction</i></p> |
| Economic Category Goods & Services and small Capital Expenditure | | |
| Teaching Materials, Equipment, Laboratory etc. | <ul style="list-style-type: none"> • Number of Active Students • Allocation per student <p><i>Differentiation by program and level if needed</i></p> | |
| General utilities, O&M, services, small CAPEX | <ul style="list-style-type: none"> • Number of Active Students • Allocation per Student • Allocation per Entity (Faculty) | |
| Economic Category Subsidies and Transfers | | |
| Tuition Fee Compensation | Estimate based on eligibility criteria and active number of students | |
| Scholarships | <ul style="list-style-type: none"> • Number of Active Students • Ratio of active students obtaining scholarship | |



Republika e Kosovës
Republika Kosova-Republic of Kosovo
Qeveria - Vlada-Government
Ministria e Arsimit, Shkencës dhe Teknologjisë

Parameters for Budgetary Allocation for the Teaching component

Proposed example based on costing instruction

| Own Source Revenue | |
|--------------------|--|
| Tuition Fees | <ul style="list-style-type: none"> Number of Students Tuition Fee differentiated by level and type |
| Other Fees | <ul style="list-style-type: none"> ... |



Republika e Kosovës
Republika Kosova-Republic of Kosovo
Qeveria - Vlada-Government
Ministria e Arsimit, Shkencës dhe Teknologjisë

Proposed Next Steps


1. Establish High Level Working Group (e.g. Governing Council)
 - Task: to provide general guidance to steps below*
2. Establish Technical Working Groups
3. Assess Current Situation: Data Collection and Analysis at Faculty Level
 - University of Pristina*
 - Universities under MEST*
4. Develop Higher Education Strategy
 - As part of KESP, 5 year scope*
 - Includes number of students / enrolment rate*
 - Measures to increase quality of education*
 - Development of (new) programs*
 - Etc.*
5. Develop Higher Education Management Information System
6. Develop Formula Based Higher Education Financing Mechanism

Financial Management Infrastructure

Alexander Hammer / University of Vienna
FAITH TEMPUS Kick-Off-Meeting
April 1st, 2013

- Largest teaching and research institution in Austria
 - 9,700 employees, of whom 6,900 are academic staff
 - 92,000 students currently enrolled at the University of Vienna
 - 12,600 graduates in the academic year 2012/13
 - 180 degree programmes and 116 master's programmes




 universität wien University of Vienna

- Key figures
 - Total revenues: 530,3m (2012)
 - Revenues from governmental core funding: 424,4m (2012)
 - Third-party funding: 76,7m (2012)

 - Personnel costs: 337,3m (2012)
 - Rental costs (premises): 83,9m (2012)

01.04.2014 Financial Management Infrastructure 3

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[Legal Framework](#) • Finance Organization • IT Infrastructure • Planning and Reporting

1. Legal Framework
2. Finance Organization
3. IT Infrastructure
4. Planning and Reporting

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Financial Management Infrastructure

[Legal Framework](#) • Finance Organization • IT Infrastructure • Planning and Reporting

- **Autonomy for Austrian Universities**
 - Legal entities in public law
 - Large autonomy for universities in organizational, study and employment matters
 - Conclusion of performance agreements (contracts in public law) between universities and the federal ministry
 - Funding of universities by federal government: allocation of a global budget, established in advance for a three-year-period

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Financial Management Infrastructure

[Legal Framework](#) • Finance Organization • IT Infrastructure • Planning and Reporting

- **Autonomy in financial management**
 - Universities manage financial affairs in their own name and for their own account
 - Federal government is not liable for universities' debts
 - Large autonomy in financial matters, e.g. entitlement to from companies, foundations, associations
 - Examination of financial management by Court of Audit
 - Obligation to install an appropriate accounting system, income and expenditure accounting (cost accounting / full costing) and a reporting system

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- Accounting
 - Accounting according to the Commercial Code: switch from government cash accounting to commercial double entry accounting
 - Annual financial statements consisting of balance sheet, profit & loss statement and appropriate notes to the financial statements
 - Audit of financial statements by registered auditor / by registered auditing firm
- Reporting
 - Quarterly reporting package to federal ministry
 - Submission of annual financial statements and performance report to federal ministry

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Legal Framework • [Finance Organization](#) • IT Infrastructure • Planning and Reporting

- University Management
 - University Council / Rectorate / Senate
 - Only the university Council and the Rectorate have tasks in financial management.
- University Council
 - approves annual budget
 - approves annual financial statements as well as performance / intellectual capital report
 - appoints an auditor to audit the financial statements of the university
 - approves guidelines for financial management
 - approves formation of companies and foundations
 - approves assumption of non-current liabilities and empowers rectorate to assume such liabilities up to a certain limit without seeking the prior approval to the University Council

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Legal Framework • [Finance Organization](#) • IT Infrastructure • Planning and Reporting

- Rectorate
 - conducts financial affairs
 - establishes an accounting and reporting system
 - prepares budget for approval by University Council and allocates budgets to organizational units
 - prepares annual financial statements as well as performance / intellectual capital report
 - establishes a planning and reporting system which guarantees the fulfilment of the reporting obligations of the university according to the legal provisions of the federal ministry

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- Accounting and Finance
 - Department for accounting and finance at University of Vienna reporting to the rector
 - Responsibility for all financial affairs, especially accounting, establishment of annual accounts, budgeting, controlling and reporting
 - Accounting and cash management run only by department for accounting and finance, no decentralization to organizational units

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- Accounting and Finance / internal organization

```
graph TD; H[Head of Accounting and Finance] --> T[Treasury]; H --> S[SAP]; H --> A[Accounting]; H --> C[Controlling]; A --> AP[Accounts payable]; A --> AR[Accounts receivable]; A --> AFP[Accounting of external funded projects]; A --> BSA[Balance sheet accounting (e.g. annual statements)]; C --> FC[Financial Controlling]; C --> SC[Study Controlling]; C --> CEFP[Controlling of external funded projects]; C --> R[Reporting Business Intelligence];
```

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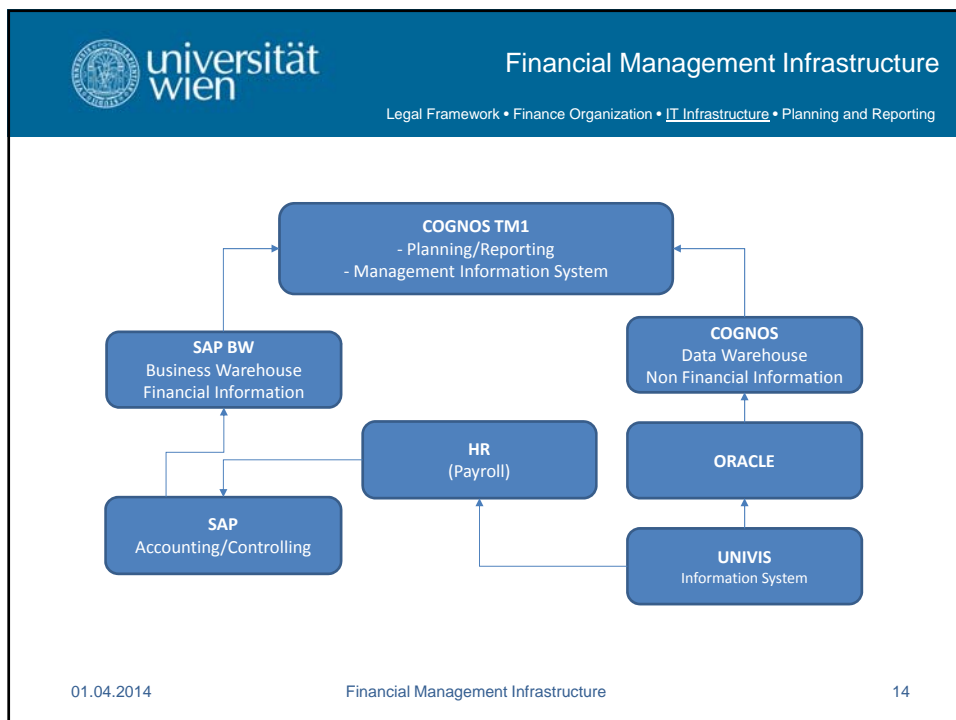
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- SAP as basis for financial information
 - Implementation in 2002/2003
 - Go-Live in 2004
 - Common system with other universities with high degree of autonomy for each university
 - System run by an outsourcing partner, customizing / development by each university

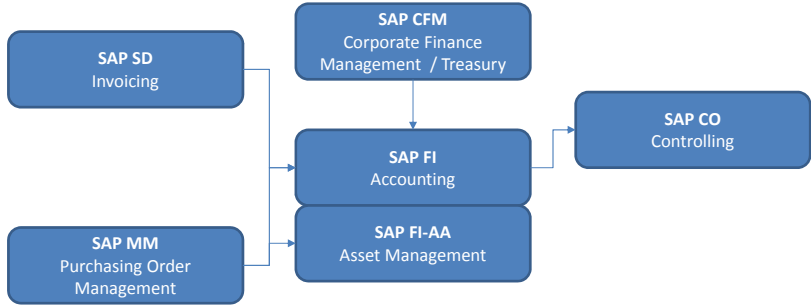
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- SAP – main modules



```
graph LR; SD[SAP SD Invoicing] --> FI[SAP FI Accounting]; MM[SAP MM Purchasing Order Management] --> FI; CFM[SAP CFM Corporate Finance Management / Treasury] --> FI; FI --> CO[SAP CO Controlling]; FI_AA[SAP FI-AA Asset Management] --> FI
```

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- FI / Financials
 - Core module in SAP
 - System for all processes in accounting and asset management
 - Archiving of all documents (invoices / supporting documents)
- CO / Controlling
 - Cost center accounting: allocation of budget and direct costs (personnel, running costs, investments) to faculties and departments
 - Introduction of full costing
 - Allocation of indirect costs (e.g. infrastructure, central services) to faculties with a small number of consistent, reliable cost drivers
 - Cost allocation to activities in teaching (study programmes) and research (esp. research projects)

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- **Planning process**
 - Definition of planning assumptions by rector
 - Establishment of overall budget for the following year and medium-term financial planning for three-year-period
 - Budget / Medium-term financial planning in COGNOS TM1, fully integrated with ERP System (SAP) and Data Warehouse (COGNOS)
 - Breakdown by activities and areas (e.g. groups of faculties)
 - Submission of annual budget by Rectorate to University Council (by the end of September of the previous year)
 - Approval by University Council (by the end of October of the previous year)
 - Conclusion of target agreements based on approved budget with faculties etc. (November / December of the previous year)

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- **SAP Online Reporting**
 - Platform: SAP / SAP BW
 - External reporting (e.g. annual financial statements) to stakeholders (federal ministry...)
 - Internal management reporting to University Council and Rectorate
 - Financial Reporting for faculties, departments, third-party-funded project managers etc.
- **COGNOS Reporting System**
 - Platform: COGNOS
 - Non-financial data regarding personnel, students, study programs, research etc.
 - External reporting to stakeholders (federal ministry etc.)
 - Internal reporting to faculties, departments, study program coordinators etc.

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- SAP Online Reporting

Globalbudget (Kostenstelle) ab 2011

Globalbudget (Kostenstelle) ab 2011

| Globalbudget (Kostenstelle) ab 2011 | | Finanzwesen und Controlling | | Benutzer: A_HAMMER | | |
|---|------------|-----------------------------|------------|--------------------|-----------|-----------|
| Kostenstellengruppe: 212500 | | Finanzwesen und Controlling | | Datum: 18.05.2012 | | |
| Verantwortlicher: Hammer, Alexander | | | | Uhrzeit: 15:27:33 | | |
| Berichtszeitraum: 1.01.01.18.2012 | | | | Seite: 1 / 1 | | |
| Kostenstellen | 1.01.2011 | 31.03.2012 | 30.06.2012 | Budget11 | Nettoplan | Vplan. N. |
| ** Erlöse | 76,12 | | 805,55 | | 805,55 | |
| * Gebäudeinfrastrukturkosten | 150,00 | | 50,00 | | 50,00 | |
| * Instandhaltungskosten | 615,68 | | 491,74 | | 491,74 | |
| * Materialkosten | 14.400,00 | 19.000,00 | 6.455,53 | | 12.584,47 | 69,91 |
| * Literatur | 510,78 | 1.500,00 | 262,95 | | 1.127,45 | 75,93 |
| * Nutzungsentgelte und Leasing | 2.600,00 | 6.000,00 | 3.231,45 | | 4.988,55 | 50,45 |
| * Telefon- und Postgebühren | 5.384,57 | 6.000,00 | 1.261,30 | | 4.748,91 | 79,14 |
| * Fremdleistungskosten | 28.226,21 | 35.000,00 | 12.224,49 | | 22.775,51 | 65,07 |
| * Mieteleistungen | 4.287,44 | 7.000,00 | 1.360,00 | | 6.181,97 | 61,96 |
| * Sonstige Kosten | 7.915,21 | 10.000,00 | 947,19 | | 9.052,81 | 90,53 |
| ** Sachkosten (Ursprung) | 96.171,69 | 90.500,00 | 27.159,53 | | 63.326,47 | 69,96 |
| * Betriebs- u. Beschäftigungsverhältnisse | 1.595,18 | 6.000,00 | 3.826,86 | | 2.673,14 | 24,55 |
| ** Sachanlagen | 1.595,18 | 6.000,00 | 3.826,86 | | 2.673,14 | 24,55 |
| ** Anlagen (Investitionsbudget) | 1.595,18 | 6.000,00 | 3.826,86 | | 2.673,14 | 24,55 |
| *** Veranschlagtes Budget | 108.699,75 | 96.500,00 | 30.218,94 | | 66.269,18 | 69,99 |
| ** Überstunden / Beförderungen | 89.030,87 | 90.000,00 | 32.883,80 | | 65.117,00 | 66,45 |

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- SAP Online Reporting

Kostenstellen Einzelposten Istkosten anzeigen

Kostenstellen Einzelposten Istkosten anzeigen

| Posten | Zeitraum | Belegdatum | Buchdatum | Abgrenzung | Wirtschaftliche Beschreibung | Organisationsbereich | |
|---|----------------------------|------------|------------|---------------|---|---|-----------------------|
| 78000 | Büromaterial | 24.01.2012 | 27.01.2012 | 02.02.2012 | 671,36 Kopierpapier | Wien Office Support | |
| Büromaterial | 18.02.2012 | 18.02.2012 | 28.02.2012 | 362,18 | Handschuhe, Toilettenpapier, Toiletten, Toilettenpapier | Wien Handel Center | |
| Büromaterial | 30.02.2012 | 02.03.2012 | 30.03.2012 | 138,89 | Toiletten, Toilettenpapier, Toilettenpapier | Wien Handel Center | |
| Büromaterial | 18.03.2012 | 28.03.2012 | 17.04.2012 | 713,49 | Handschuhe, Toilettenpapier, Toilettenpapier | Wien Handel Center | |
| Büromaterial | 18.03.2012 | 23.03.2012 | 28.03.2012 | 871,36 | Kopierpapier | Wien Office Support | |
| Büromaterial | 12.04.2012 | 15.04.2012 | 18.04.2012 | 81,57 | Handschuhe, Toilettenpapier, Toilettenpapier, Toilettenpapier | Wien Handel Center | |
| Büromaterial | 28.02.2012 | 28.02.2012 | | 6,80 | Abschreibende Fotokopiermaterialien | Wien Handel Center | |
| Büromaterial | 08.03.2012 | 07.03.2012 | 03.04.2012 | 1.348,61 | Toiletten, Toilettenpapier, Toilettenpapier | Wien Handel Center | |
| Büromaterial | 08.03.2012 | 28.03.2012 | 05.04.2012 | 2,08 | Handpapier | Wien Handel Center | |
| Büromaterial | 28.03.2012 | 28.03.2012 | 19.04.2012 | 393,73 | Toilettenpapier | Wien Handel Center | |
| 78000 | Ursprung | | | 626,86 | | | |
| 78020 | Kosten u. Druckkosten | 04.01.2012 | 11.01.2012 | 12.01.2012 | 6,82 | Wagen 01 10-20 12.2011 | Wien Audit Center |
| Kosten u. Druckkosten | 04.03.2012 | 18.03.2012 | 28.03.2012 | 196,40 | Wagen 01 12.2011 28.03.2012 | Wien Audit Center | |
| Kosten u. Druckkosten | 05.04.2012 | 11.04.2012 | 11.04.2012 | 168,93 | 1000000_Zuschläge | Auftraggeber-Büro | |
| 78020 | Wien Office Support | | | 372,15 | | | |
| 78030 | Reparaturarbeiten | 28.01.2012 | 26.01.2012 | 02.02.2012 | 417,72 | Reparaturarbeiten, Abschließen | Hausinger Thomas Bldg |
| Reparaturarbeiten | 23.03.2012 | 28.03.2012 | 27.03.2012 | | 190,00 | Türen, Sperrschlüssel, Culture, WC-Öfen, Werten | Hausinger Thomas Bldg |
| 78030 | Ursprung | | | 607,72 | | | |
| 84701 | Büromaterialkosten | 08.01.2012 | 24.01.2012 | | 61,48 | Wg 2142, Copy Desk Post | |
| Büromaterialkosten | 18.02.2012 | 22.02.2012 | | 60,80 | Wg 2100 CopyDeskPost | | |
| Büromaterialkosten | 14.04.2012 | 16.04.2012 | | 60,00 | Wg 2100 CopyDeskPost | | |
| Büromaterialkosten | 13.02.2012 | 22.02.2012 | | 60,62 | Wg 2100 CopyDeskPost | | |
| 84701 | Ursprung | | | 242,90 | | | |
| Kostenstelle 212500 Finanzwesen u. Controlling | | | | 649,63 | | | |

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- COGNOS Reporting System

A1: SPL im Überblick - Bereich Studierende

Hinweis: Bearbeitete Studierende sind nicht enthalten
 Semester: 2013/14
 SPL: Studiengangsleitung Katholische Theologie
 Studienanfänger: Doktorstudienkolleg/Doktorstudium, Magisterstudium/Magisterstudium, Lehramtsstudium, Diplomstudium, Doktorstudium, PhD-Studium, Universitätslehrgang, Einzelne Lehrveranstaltungen, Studium Ex Gratia/Lehrgang, Vorberufungsjahrgang
 Fachbereich/Kolleg:
 SPL:

| SPL | STUDIENGANG | FACHBEREICH | SEMESTER | Aktuelle Studierendenzahl (*) | | | Aktive Studierendenzahl (**) | | | Aktive Studierendenzahl nach Studiengangsrichtung (***) | | | | | |
|--------------------|---|---------------------------------|----------|-------------------------------|---------------|-----------|------------------------------|------------|--------------|---|------------|------------|--------------|------------|------------|
| | | | | anzahl | % | absolut | anzahl | % | absolut | anzahl | % | absolut | | | |
| 1 | Studiengangsleitung Katholische Theologie | | 2013/14 | 47 | 50,0% | 38 | 125 | 49 | 50,7% | 39 | 38 | 42 | 52,2% | 37 | 79 |
| | Bachelorstudium | 4170 Katholische Religionslehre | 2013/14 | 2 | 4,3% | 3 | 1 | 2 | 4,2% | 3 | 3 | 2 | 40,0% | 3 | 3 |
| | Magisterstudium | 4010 Katholische Religionslehre | 2013/14 | 21 | 44,7% | 24 | 76 | 22 | 22,7% | 18 | 48 | 38 | 50,1% | 13 | 33 |
| | Lehramtsstudium | 4020 Pädagogische Lehrgänge | 2013/14 | 198 | 41,9% | 142 | 333 | 157 | 33,4% | 139 | 355 | 129 | 36,7% | 117 | 254 |
| | Diplomstudium | 4013 Katholische Fachtheologie | 2013/14 | 4 | 8,5% | 3 | 10 | 134 | 36,7% | 222 | 57 | 85 | 53,8% | 168 | 202 |
| | Doktorstudium | 4014 Katholische Religionslehre | 2013/14 | 47 | 100% | 31 | 79 | 38 | 42,7% | 17 | 13 | 12 | 68,8% | 8 | 18 |
| | | 4012 Katholische Religionslehre | 2013/14 | 47 | 100% | 43 | 98 | 39 | 50,0% | 13 | 63 | 100 | 100,0% | 51 | 10 |
| | | 4013 Katholische Fachtheologie | 2013/14 | 38 | 80,8% | 26 | 111 | 38 | 40,2% | 26 | 111 | 8 | 8 | 8 | 8 |
| | | 4014 Katholische Religionslehre | 2013/14 | 11 | 23,4% | 4 | 17 | 41 | 42,7% | 6 | 17 | 6 | 6 | 6 | 6 |
| | | 4016 Religionswissenschaft | 2013/14 | 8 | 17,0% | 8 | 18 | 8 | 8,4% | 8 | 18 | 8 | 8 | 8 | 8 |
| Gesamt****) | | | | 92 | 100,0% | 76 | 333 | 142 | 48,3% | 478 | 512 | 287 | 48,6% | 304 | 333 |

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Thank you for your attention!

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 F +43 1 4277 9125
 E alexander.hammer@univie.ac.at

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| | | |
|--|---|---|
|  UNIVERSITÄT DES SAARLANDES |  Tempus |  |
| <h2>Towards the global budget: Target negotiations and University development planning</h2> | | |
| <p>----- Jörg Hormann, Assistant of the Vice-president for planning and strategy -----</p> | | |
| <p>FAITH Study Visit at Saarland University, 02 July 2014</p> | | |
| 15.10.2015 | | |

| | | |
|--|---|---------|
|  | <h3>Agenda</h3> | |
|   | <ol style="list-style-type: none">1. Introduction: Steering Higher Education Institutions2. Strategic Planning3. Mission and Objectives4. Global budget: framework5. Target agreements6. University Development Plan7. Example8. Current Situation | |
| 15.10.2015 | FAITH Study Visit at Saarland University, Jörg Hormann | Seite 2 |

1. Introduction: Steering Higher Education Institutions

What is Autonomy?

- Autonomy does not mean:
 - HEIs can act and decide completely autonomous on:
 - Which tasks to perform
 - Which superordinate strategies to follow

- Autonomy does mean:
 - HEIs act and decide:
 - Within frameworks concerted with their main stakeholder (state)
 - Have to achieve consensus about their strategies with stakeholder(s)
 - HEIs decide autonomously on **how to** achieve their targets, but not about the targets itself.

15.10.2015 FAITH Study Visit at Saarland University, Jörg Hormann
Seite 3

2. Strategic planning

Strategic planning process

Mission
Why do we exist?

Vision
What do we want to be?

Strategy
Our action plan

Strategic action
What do we need to do?

Mission Statement

↓

University Development Plan (UDP)

↓

Objectives
What do we want to achieve?

Field:
 Study and teaching

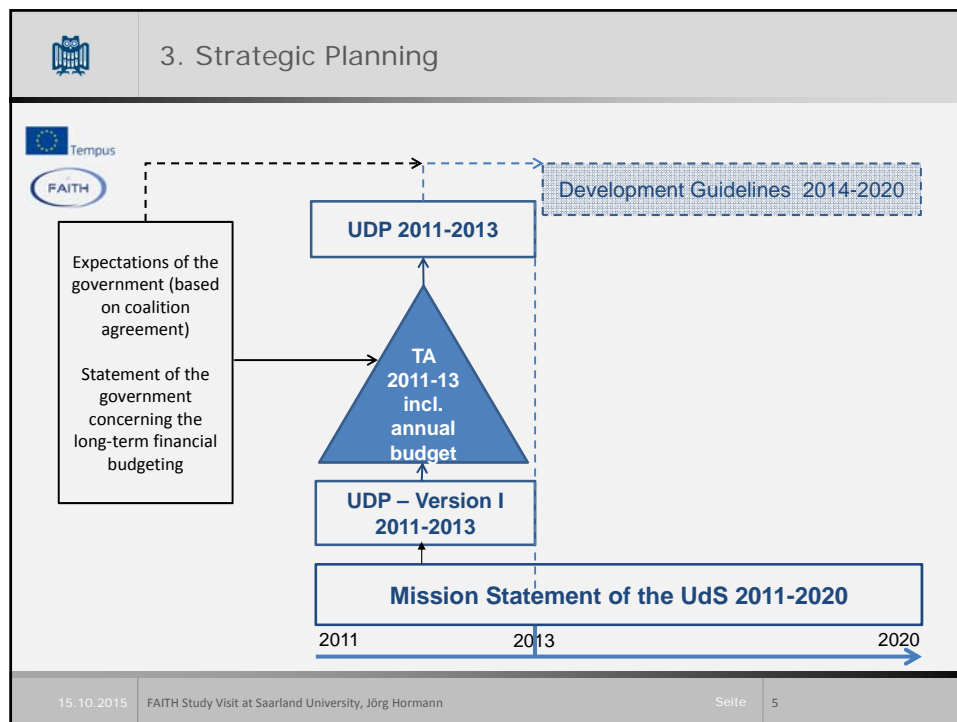
Field:
 Investigation

Field:
 Administration

- Level: University
- Time horizon: long-term

- Level: faculties and units
- Time horizon: medium-term

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Seite 4









3. Mission and Objectives




Mission statement of Saarland University „Towards Uds 2020“




- The Vision of the Saarland University for the years 2011 to 2020 was elaborated by a task force in co-operation with the deans of the faculties
- It was approved by the University Board in 2011
- Now, it is the base of the University's strategic action and planning




15.10.2015 FAITH Study Visit at Saarland University, Jörg Hormann Seite 6




| | | |
|--|--|---------|
|  | 3. Mission and Objectives | |
|   | <p style="text-align: center;">Principles</p> <ul style="list-style-type: none">▪ High quality research is the fundament of the University. It is a base of high quality education and the background for the development of the country in economy and society.▪ Students are the heart of our University. The University shall be able to provide best conditions for education. Professors shall be able to combine excellent research with excellent education.▪ The University is proud of its young generation scientist and supports them where needed. They are the base of excellent research.▪ Because of its history and its geographical setting the University is focused to internationality. Therefore both research and education shall be orientated to internationality. | |
| 15.10.2015 | FAITH Study Visit at Saarland University, Jörg Hormann | Seite 7 |

| | | |
|--|---|---------|
|  | 3. Mission and Objectives | |
|   | <ul style="list-style-type: none">▪ Organizational structures, administration and service units of the University shall support research and education. This shall guarantee the visibility and the prestige of the University in public. All units of the University will be involved in evaluation processes in order to maintain and improve innovation.▪ The University takes responsibility for all of its members. Its national and cultural plurality is the background to be a vivid and attractive University. The equality of genders is an essential concern for the future.▪ Saarland University ist the only university in the state of Saarland. Therefore it fulfills essential duties for people, institutions and for the economy of the region.▪ The University shall as well focus to innovative fields of research as providing a large spectrum of disciplines. | |
| 15.10.2015 | FAITH Study Visit at Saarland University, Jörg Hormann | Seite 8 |




| | | |
|--|---|---------|
|  | 3. Mission and Objectives | |
|   | <p style="text-align: center;"><u>Definition of objectives in 7 categories</u></p> <ul style="list-style-type: none">▪ Research▪ Education▪ Promotion of young scientists▪ Internationality▪ Organization, administration and service▪ Social responsibility▪ Service for the region | |
| 15.10.2015 | FAITH Study Visit at Saarland University, Jörg Hormann | Seite 9 |

| | | |
|--|---|----------|
|  | 3. Mission and Objectives | |
|   | <p><u>1. Research</u></p> <ul style="list-style-type: none">➤ Maintaining its rank in the first quarter of German universities➤ Improvement of the process of the appointment of professors➤ Fortification of cooperation amongst disciplines and with external research institutions <p><i>Indicators:</i></p> <ul style="list-style-type: none">▪ Publications▪ Ph.D.s▪ Patents▪ Third-party-funds▪ Joint research projects▪ Awards | |
| 15.10.2015 | FAITH Study Visit at Saarland University, Jörg Hormann | Seite 10 |

| | | | |
|--|---|-------|----|
|  | 3. Mission and Objectives | | |
|   | 2. Education <ul style="list-style-type: none">➤ Improvement of the support to students in achieving their aims of studies➤ Quality assurance of all study programs➤ Provision of offers for obtaining additional skills➤ Evaluation of study programs <p><i>Indicators:</i></p> <ul style="list-style-type: none">▪ Evaluation results▪ Number of graduates▪ Duration of studies▪ Success ratio▪ Success in labor market | | |
| 15.10.2015 | FAITH Study Visit at Saarland University, Jörg Hormann | Seite | 11 |

| | | | |
|--|---|-------|----|
|  | 3. Mission and Objectives | | |
|   | 3. Promotion of young scientists <ul style="list-style-type: none">➤ Provision of structured Ph.D.-programs➤ Provision of a budget for research programs for young scientists➤ Establishment of investigation groups for young scientists➤ Mentor programs <p><i>Indicators:</i></p> <ul style="list-style-type: none">▪ Quantity of raised funds for postgraduates▪ Number of externally funded young scientists▪ Quantity of raised funds by young scientists▪ Awards and grants for young scientists▪ Appointments to young scientists from other institutions | | |
| 15.10.2015 | FAITH Study Visit at Saarland University, Jörg Hormann | Seite | 12 |

| | | | |
|--|---|-------|----|
|  | 3. Mission and Objectives | | |
|   | 4. Internationality <ul style="list-style-type: none">➤ Strengthening of international activities in research and education➤ Fortification of cross-border co-operation➤ Provision of services to obtain skills in foreign languages and cultures➤ Provision of joint-degree study programs <p><i>Indicators:</i></p> <ul style="list-style-type: none">▪ Number of cross-border joint research projects▪ Number of cross-border study programs and joint degree programs▪ Number of stays abroad of UdS students▪ Incomings, outgoings▪ Number of foreign students | | |
| 15.10.2015 | FAITH Study Visit at Saarland University, Jörg Hormann | Seite | 13 |

| | | | |
|--|--|-------|----|
|  | 3. Mission and Objectives | | |
|   | 5. Organization, administration and service <ul style="list-style-type: none">➤ University's organization promotes co-operation amongst university, faculties, departments and working units➤ Allocation of funds will be combined with defining expectations of performance➤ Maximum responsibility for all organizational levels➤ Strengthening administration of faculties➤ Optimization of administrative processes | | |
| 15.10.2015 | FAITH Study Visit at Saarland University, Jörg Hormann | Seite | 14 |

3. Mission and Objectives

6. Social responsibility

- Determination of areas, where several groups might be disadvantaged
- Promotion of dual-career-programs
- Provision of apprenticeship training positions
- Provision of services for continuing education
- Offer of cultural activities

15.10.2015 FAITH Study Visit at Saarland University, Jörg Hormann
Seite 15

4. Global budget: framework

Legal framework

Mid-term budget commitments

Target-oriented funding

Lump sum budgets

Quality assurance, evaluation

Reporting (financial statement, figures, information)




State




HEI

- Strategic planning
- Internal organization

- Mission statement, strategies
- Development planning
- Organizational structure
- Quality assurance
- Budgeting
- Controlling
- Incentive structures
- Marketing


15.10.2015 FAITH Study Visit at Saarland University, Jörg Hormann
Seite 16

| | | | |
|--|---|-------|----|
|  | <h2>5. Target agreements</h2> | | |
|   | <ul style="list-style-type: none">➤ Contract between State and HEI➤ Can contain agreements about the whole activities of a HEI or only parts of them➤ Legitimation of basic funding➤ Fundament for creation of incentives➤ Qualitative and quantitative targets <p>Contents:</p> <ul style="list-style-type: none">– Budget– Description of basic strategic goals of the HEI ➔ establishing a profile in education and research– Description of categories of performances (= definition of a ‚portfolio of products‘)– Instruments of self-control of the HEI– Modalities of reporting | | |
| 15.10.2015 | FAITH Study Visit at Saarland University, Jörg Hormann | Seite | 17 |

| | | | |
|--|--|-------|----|
|  | <h2>5. Target agreements</h2> | | |
|   | <p>Performances of the University (2011-2013)</p> <ul style="list-style-type: none">▪ Profile of the University▪ Research▪ Promotion of young scientists▪ Education<ul style="list-style-type: none">– Scientific education– Development of the quality– Attractiveness▪ Continuous education in sciences▪ Control and infrastructure<ul style="list-style-type: none">– Controlling– Involving students in University's governance– Service-oriented administration– Information and communication technology– Assets and rehabilitation of buildings– Public visibility | | |
| 15.10.2015 | FAITH Study Visit at Saarland University, Jörg Hormann | Seite | 18 |

| | | | |
|--|--|---|----|
|  | | 5. Target agreements | |
|   | | <ul style="list-style-type: none">▪ Family-friendly policies, diversity, equality▪ Responsibility for the region<ul style="list-style-type: none">– Educational duty– Transfer of knowledge and technology– Science and public– Services for the region | |
| 15.10.2015 | FAITH Study Visit at Saarland University, Jörg Hormann | Seite | 19 |

| | | | |
|--|--|---|----|
|  | | 5. Target agreements | |
|   | | Performances of the Saarland (2011-2013) <ul style="list-style-type: none">▪ Allocation of funds<ul style="list-style-type: none">– Annual budget: 181.000.000 €▪ Performance related allocation (10.000.000 €), including the following indicators:<ul style="list-style-type: none">– Ph.D. graduates– External funds– Scholarship holders– Participators of GradUS activities– Capacity utilization– Ranking results– Graduates from foreign countries– International study programs– ‚Studienstiftung Saar‘-projects– Percentage of female professors– Business start-ups– Patents | |
| 15.10.2015 | FAITH Study Visit at Saarland University, Jörg Hormann | Seite | 20 |

| | | | |
|--|--|-------|----|
|  | <h2>6. University Development Plan (UDP)</h2> | | |
|   | <p><u>Purpose:</u></p> <ul style="list-style-type: none">▪ Should translate strategy goals into actions▪ Breaks down the University's targets into the individual organizational units (departments, faculties)▪ Is based on the development plans for the University as a whole and the development plans of its departments <p>Determination:</p> <ul style="list-style-type: none">▪ Negotiations between University Board and Faculties / Departments | | |
| 15.10.2015 | FAITH Study Visit at Saarland University, Jörg Hormann | Seite | 21 |

| | | | |
|--|--|-------|----|
|  | <h2>6. University Development Plan (UDP)</h2> | | |
|   | <p><u>Necessities:</u></p> <ul style="list-style-type: none">▪ Creation of a communication culture<ul style="list-style-type: none">– Problem: Frequent changes of persons:<ul style="list-style-type: none">• University board• Deans of faculties▪ Consensus about the Universities strategy▪ Striking a balance between<ul style="list-style-type: none">• establishing profiles in education and research and• Maintaining a broad portfolio of disciplines | | |
| 15.10.2015 | FAITH Study Visit at Saarland University, Jörg Hormann | Seite | 22 |

7. Example

EXAMPLE: Mission Statement of Saarland University 2011-2020:

Research:

High quality research is the fundament of the university. It is the base for high quality education and the background for the country's development in economy and society.

- Maintaining its rank in the first quarter of German universities
- Improvement of the process of the appointment of professors
- Further development of cooperation amongst disciplines and with external research institutions

15.10.2015 FAITH Study Visit at Saarland University, Jörg Hormann
Seite 23

7. Example

EXAMPLE: University Development plan 2011-2013:

Target Agreement 2011-2013

- ...
- Consolidation of the focus area NanoBioMed
- Establishing Informatics as key discipline
- Application for joint research projects
- ...

University Development Plan 2011-2013

| Measures | Financial Planning |
|--|---|
| Establishment of a Chair for Medical Bioinformatics | 250.000 Euro (p.a.) 240.000 Euro (once for equipment of the chair) |
| Establishment of a Chair for Informatics and Mathematics | 208.000 Euro (p.a.) 60.000 Euro (once for equipment of the chair) |
| Establishment of a current research information system | 30.000 Euro (p.a.) 150.000 Euro (once for software etc.) |
| | ... |

15.10.2015 FAITH Study Visit at Saarland University, Jörg Hormann
Seite 24


IT-Systems for Financial Management

The training workshop related to this topic based on the analysis done in working package WP1 of the project and was executed in Pristina in November 2014. One result of the analysis was that the representatives of the Kosovan partner Institutions considered the current support by IT-systems to their processes in financial management as poor. As one part of the FAITH project is the acquirement of new software to support financial management the workshop related to this topic aimed to prepare the acquisition of this software and to clarify the preconditions that exist when starting a software purchase project in an organisation.

Therefore, one part of the workshop was dedicated to a deeper analysis on the current situation and the software systems that are currently used at the Kosovan Universities. The input given by EU partners focused on the preconditions, as mentioned above, especially on the management and analysis of processes, which have to be considered in advance of doing any selection of software systems. The training workshop itself primarily contained the analysis of basic processes that are conducted in the financial departments of the Kosovan Universities in order to be able to elaborate the system requirements to any new IT system and to formulate software specifications.


It is important to mention, that it was not possible to conclude this topic within this workshop. As a result, the project consortium agreed to continue working on the analysis of processes in further workshops.

| Materials | Author | Page |
|--|-------------------|-------------|
| Software infrastructure of Kosovan Partner Universities (part of WP1-Analysis) | Jörg Hormann | 130 |
| IT infrastructure University of Alicante | Pedro Caselles | 131 |
| Preconditions for the implementation of a financial management software | Horst Rode | 145 |
| Discussions of IT Group 09.09.2014 (comprehensive workshop results) | Dukagjin Sadrijaj | 155 |



IT systems used at partner Universities

| Area | Standard software | In-house development | No software used | Remarks |
|--|-------------------|----------------------|------------------|--------------------------------|
| Business administration and accounting | 2 | 1 | | |
| Human resources management | | 2 | 1 | |
| Strategic planning (e.g. management information system) | | 1 | 2 | |
| Administration of students (e.g. admission, enrollment) | 1 | 2 | | |
| Administration of courses and exams | 1 | 2 | | |
| Administration of research activities | | 1 | 2 | |
| Asset management (including administration of lecture rooms) | 2 | 1 | | Government platform (ePasuria) |
| Project management | | 2 | 1 | |

- 
- ### Software used
- In-house development:
 - Often based on Microsoft Office products
 - Standard software
 - Only product mentioned is called SEMS (for student administration)
 - Grade of coverage of the processes by software is mostly considered poor!

WELCOME TO THE FAITH PROJECT





Vienna 8-10 Sept. 2014



IT INFRASTRUCTURE

OVERVIEW

- Motivation
- Universities Management Software: an ERP Software for universities.
- System analysis, development and deployment
- Two examples: Virtual Campus UA, Universitas XXI
- Economic module of VC. A more accurate description
- Some statistics



MOTIVATION



- Increases the efficiency
- Increases productivity
- Decreases costs.



MOTIVATION

Not only efficiency

- The process of building the system leads the management staff to a deep knowledge of the organisation, so future policies in many fields will have a more consistent background
- Enables better (more consistent) and faster decision



ERP FOR UNIVERSITIES

ERP Software

- Enterprise Resource Planning
- Used mainly in companies
- Provides an integrated view of core business processes, often in real-time, using common databases maintained by a database management system.
- Universities are large organizations, so ERP software fit very well



UNIVERSITIES MANAGEMENT SOFTWARE

ERP for universities

- An university management system is an ERP with specific modules for Universities:
 - **Financial management**
 - Academia
 - Alumni
 - Research management
 - Human resources management



UNIVERSITIES MANAGEMENT SOFTWARE ADVANTAGES

- **Increases the efficiency and Increases productivity while decreasing costs.**
- Reduces information sharing lead times and work duplicities
- Enables better and faster decision
- Improves the security of confidential data from external threats



DRAWBACKS

Before starting you should know that:

- Big investment plus maintenance cost.
- The system is difficult to use so it is necessary to train staff.
- If there is one error in the data it will affect the whole organization.
- The configuration is slow and costly.



ANALYSIS, DEVELOPMENT AND DEPLOYMENT

Initial State

- Buildings: Office of the University President, Faculties and other university dependencies
- Paper is the main information container.
- Each office may have local computers, but not necessary.
- Processes may not be optimized



ANALYSIS, DEVELOPMENT AND DEPLOYMENT



- Standalone buildings
- Communications: phone, internal courier...



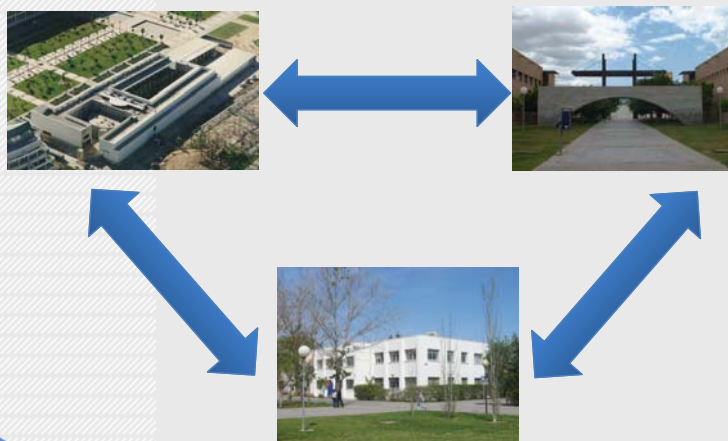
NETWORK

Deploying the Network

- Design and build a LAN that connects the buildings
- Use the appropriate technology. Now, in the UA is GigaBit Ethernet for the backbone.
- It's mandatory to foresee future needs so "oversizing" it's not a bad idea.
- Find a place that fits the requirements to install main network devices: servers, routers, switches....



ANALYSIS, DEVELOPMENT AND DEPLOYMENT



PROCESSES ANALYSIS

- This must be the very first step
- Study different processes that take part in the University normal way of working
- Interviews to staff
- Study and definitions of dataflow
- This is the moment to find inefficiencies and error prone behaviours



SOFTWARE DEPLOYMENT

Software

- Inhouse development.
 - UA policy
 - Need well trained staff
 - Deep knowlegde of the institution and its needings
 - Maybe a good idea if the University has a Software engineering department
 - Important aquisition of know-how



SOFTWARE DEPLOYMENT

Software

- Acquisition of collaboration with external Staff.
 - Example: Universitas XXI, collaboration among some universities in Spain
 - Costs sharing
 - Know-how sharing



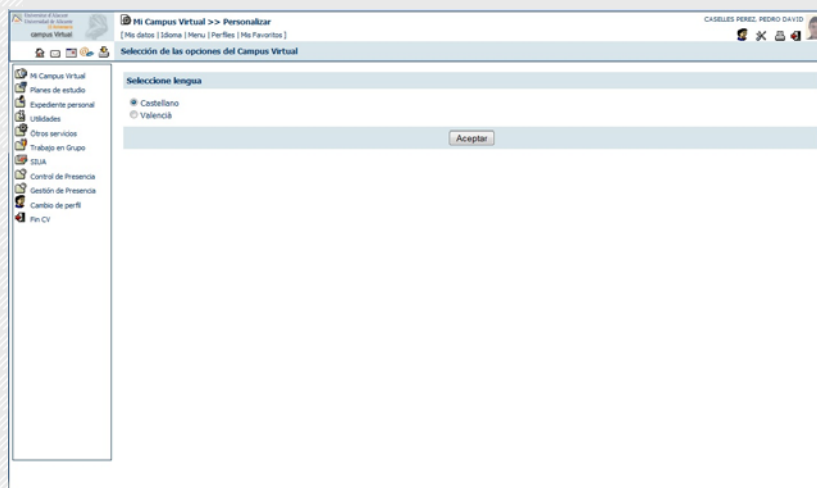
EXAMPLES

Virtual Campus UA

- It's an ERP where almost every process of the University is represented
- Example of in-house development
- Modules:
 - Human Resources
 - Academia
 - **Financial management**



VIRTUAL CAMPUS UA



ECONOMIC MANAGEMENT TOOL

- Developed initially as a standalone Intranet became a module of the Virtual Campus
- Secure system that tracks the activity of its users
- Main objective: controll the expenses of areas and carry out following basic actions:
 - Outline view of expenses, transfers, payments...
 - Statements
 - Track expenses states
- This is the **official accounting**.



ECONOMIC MANAGEMENT TOOL

- Basic logic structure:
- Costs centre:
 - Department of physics
 - Department of spanish literature
 - International Relationships Office
 - ...
- Each Cost centre has to start a file for every unit, called "Budget application".
- Example: International Relationships Office has one Budget application for each project



ECONOMIC MANAGEMENT TOOL

Universitat d'Alicant
Universidad de Alicante
Servicio de Informática

Noticias

ATENCIÓN:
RECUERDE PULSAR ->FIN PARA
ABANDONAR EL PROGRAMA.

ES IMPORTANTE QUE EL USUARIO Y LA CLAVE DE GESTIÓN ECONÓMICA SEA PERSONAL E INTRANSFERIBLE.

PARA SOLICITAR CAMBIO/ALTAS/BAJAS DE USUARIOS EN GESTIÓN ECONÓMICA RELLENE Y ENVÍE [ESTE CORREO](#)

ENTRAR EN LA APLICACIÓN

ATENCIÓN

Se encuentran disponibles las siguientes actualizaciones del Manual:

- Modificaciones en la tramitación de las Comisiones de Servicio (NUEVO)



ECONOMIC MANAGEMENT TOOL

Universitat d'Alacant
Universidad de Alicante
Servicio de Informática

Noticias

ATENCIÓN:
RECUERDE PULSAR ->FIN PARA
ABANDONAR EL PROGRAMA.

Web de Gestión Universitaria

Universidad de Alicante
Gestión Económica
Web de Gestión Universitaria

Control de acceso

ATENCIÓN: La clave de acceso distingue entre MAYÚSCULAS y minúsculas.

Usuario

Clave de Acceso

Aceptar

Borrar

IMPORTANTE: Cualquier intento de violar la seguridad de este servidor será denunciado a las autoridades competentes.

FAITH

Universidad de Alicante
European Commission
TEMPUS

ECONOMIC MANAGEMENT TOOL

Universitat d'Alacant
Universidad de Alicante
Servicio de Informática

Universitat d'Alacant
Universidad de Alicante

Gestión Económica
Web de Gestión Universitaria

Buenas tardes _____
Se te ha asignado el perfil PERFIL DE CENTRO DE GASTO
(tu clave ha viajado a través de una conexión segura y ha sido aceptada)

Se encuentran disponibles las siguientes actualizaciones del Manual:

- ♦ Información referente a :
 - Modificaciones en la tramitación de las Comisiones de Servicio ()

DATOS DE LA CONEXIÓN

Servidor https://www.ge.ua.es:443
Te conectas desde 172.19.146.115
Tu navegador es Default v0.0

Fin
Consultas
Control de Acceso
Documentos
Emision Facturas
Gastos
Investigación
Listado Ingresos-Gas
Listados
Manuales
Nomina C6
Noticias

FAITH

Universidad de Alicante
European Commission
TEMPUS

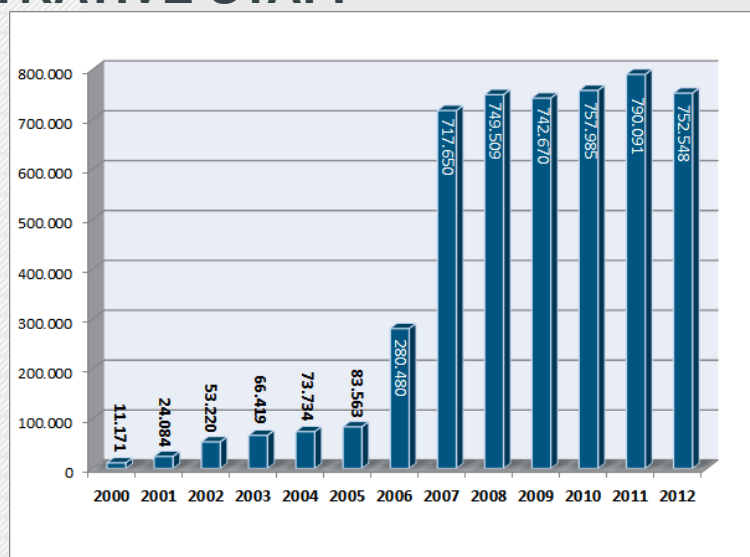
ECONOMIC MANAGEMENT TOOL

Next goal: Analytic accountability

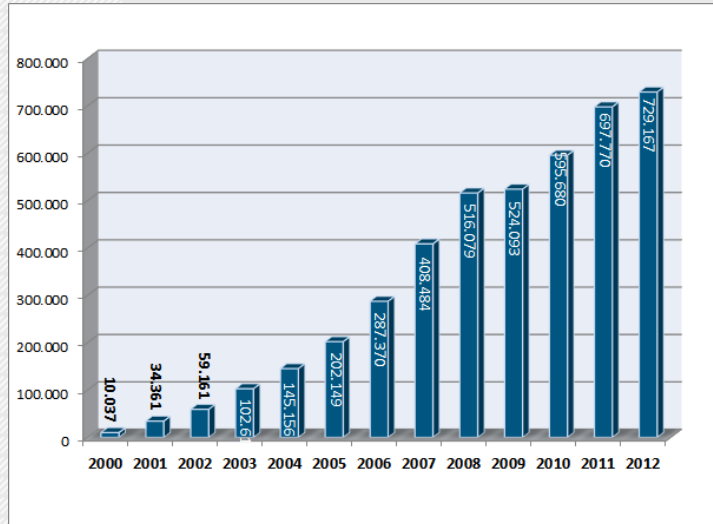
- Once all the data is collected and processes controlled next natural step is to get “build” info from that data.



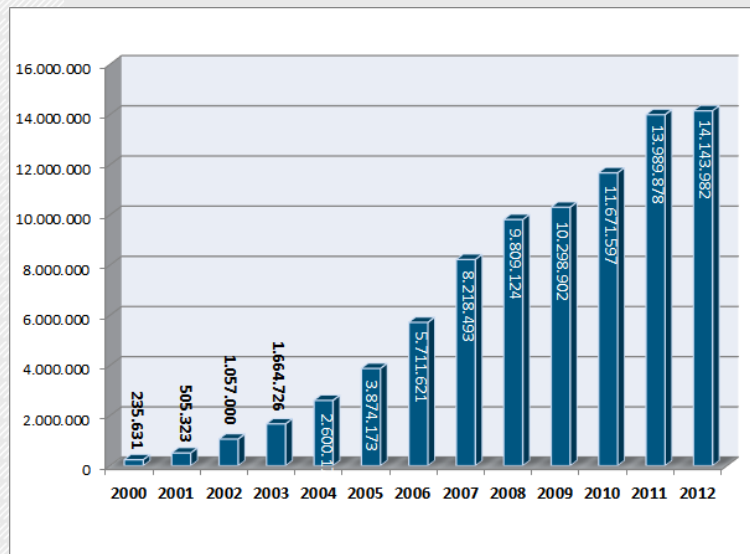
VIRTUAL CAMPUS: STATISTICS ADMINISTRATIVE STAFF



VIRTUAL CAMPUS: STATISTICS PROFESSORS



VIRTUAL CAMPUS: STATISTICS PDI



Thank you!
VISIT US ON
www.tempus-faith.eu

SOME MORE TEXT HERE





UNIVERSITY OF APPLIED SCIENCES

Preconditions for the implementation of a financial management software

Horst Rode
CFO FH Campus Wien

Presentation created with contributions from



Created by: Horst Rode & Joshua Consulting



UNIVERSITY OF APPLIED SCIENCES

Outline

FH Campus Wien (FHCW) – the organization

Questions in Setting Up a Finance Function
Strategy
Processes
organization
IT-system


Questions & Answers

Background Information regarding
the Finance Function of FHCW

Created by: Horst Rode & Joshua Consulting

09.09.2014

2




Locations of FH Campus Wien

Vienna

- Schloss Laudon**
Public Management
~ 240 Students
- Muthgasse**
Bioengineering
~ 180 Students
- Main Campus** ●
~ 3.800 Students
- Campus Vienna Biocenter**
Biotechnology
~ 300 Students

Austria's largest accredited University of Applied Sciences

09.09.2014 3



UNIVERSITY OF APPLIED SCIENCES

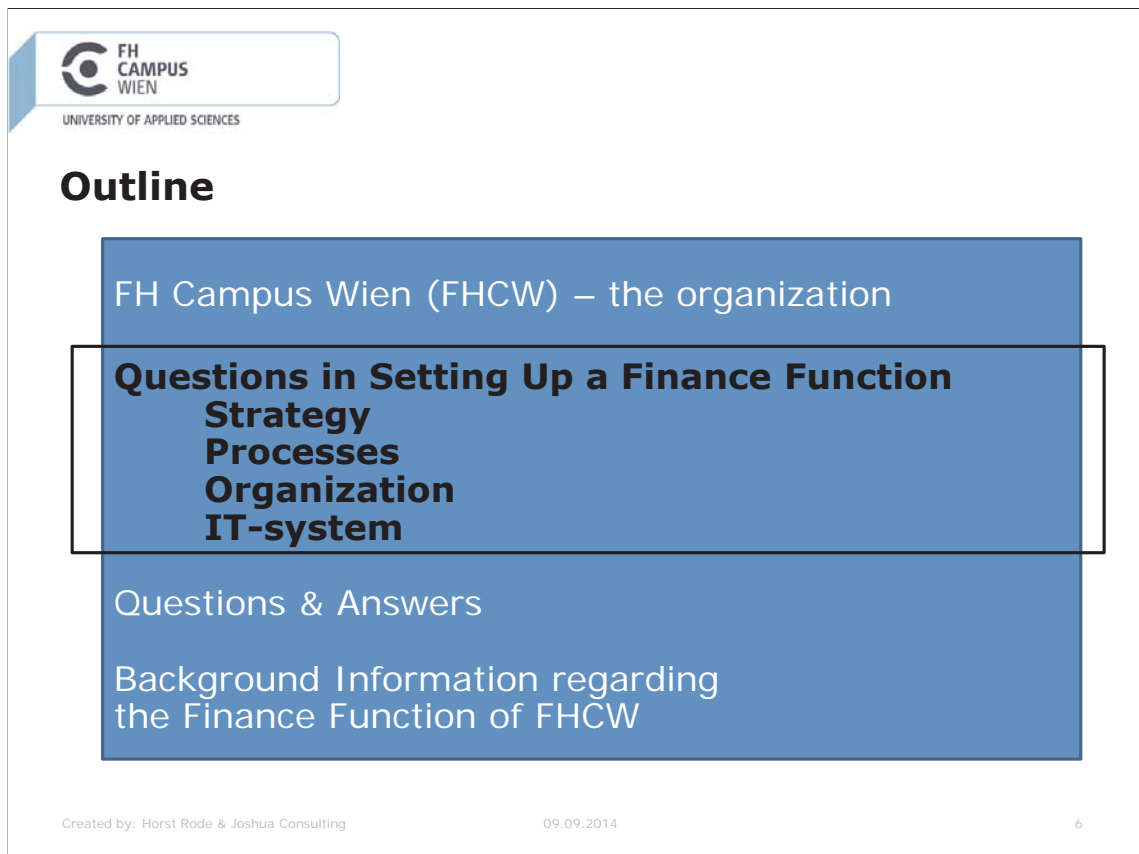
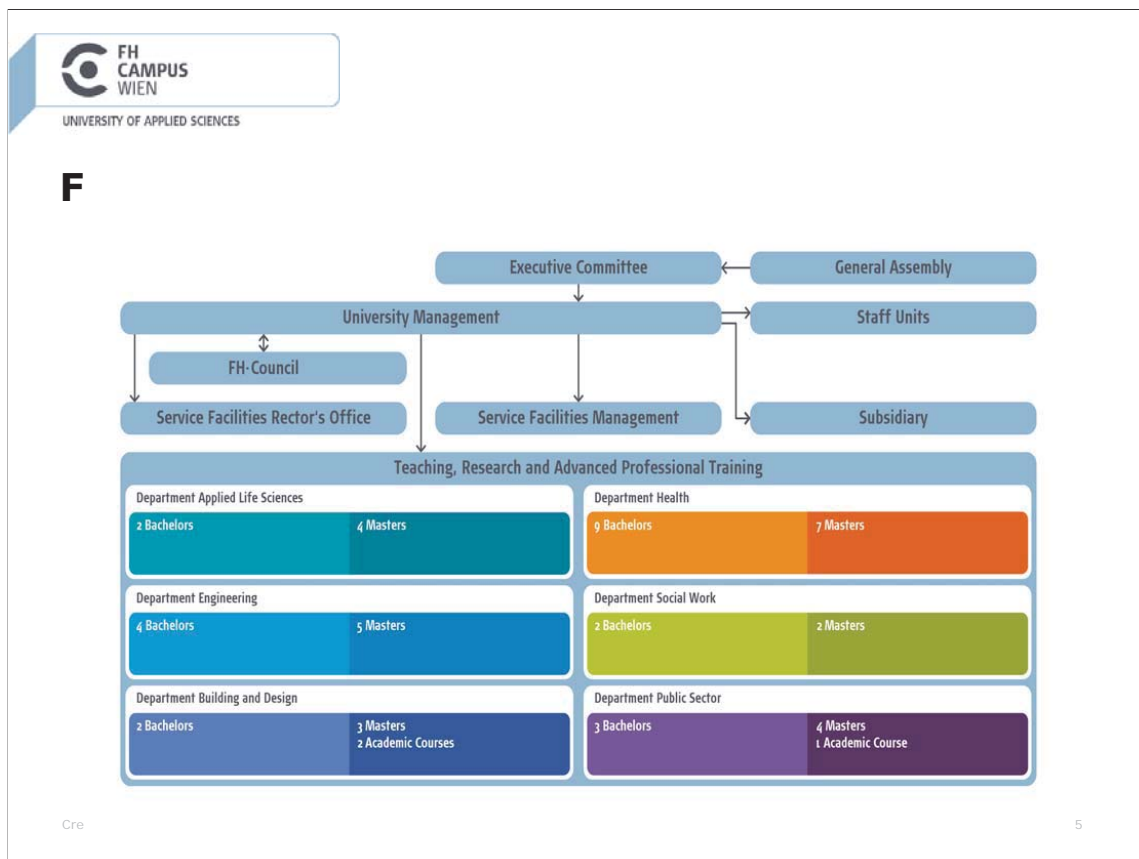
FH Campus Wien group/legal structure


30 members (representatives from politics, public administration and private companies)

FH Campus Wien
(non-commercial registered Association)

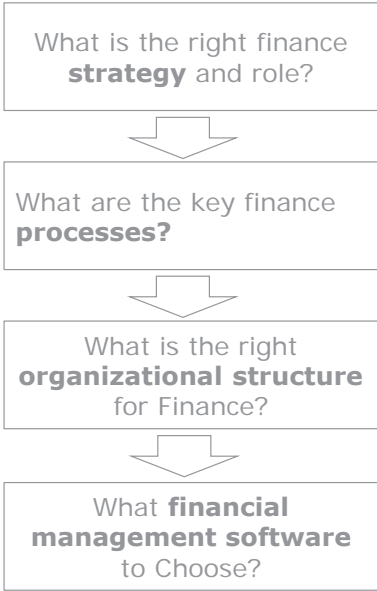
- FHCW Academy GmbH
- KOSAR GmbH
- FHCW F&E GmbH
- FHCW Immobilien GmbH
 - FHCW PFE GmbH
- FHCW Restaurant Betriebs GmbH

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FH CAMPUS WIEN
UNIVERSITY OF APPLIED SCIENCES

Questions in Setting Up a Finance Function



```
graph TD; Q1[What is the right finance strategy and role?]; Q2[What are the key finance processes?]; Q3[What is the right organizational structure for Finance?]; Q4[What financial management software to Choose?]; Q1 --> Q2; Q2 --> Q3; Q3 --> Q4;
```

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FH CAMPUS WIEN
UNIVERSITY OF APPLIED SCIENCES

What is the right Finance strategy and role?

- Ensure day to day finance activities (e.g. processing of receivables and payables)
- Ensure financial discipline in the entire organization
- Manage budgets and projections
- Participate in strategic planning activities
- Establish and maintain financing!



Be Effective & Efficient

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FH CAMPUS WIEN
UNIVERSITY OF APPLIED SCIENCES

What are the key finance processes and how will they be organized?

Purchase to Pay / Payables

Revenue Generation Processes / Receivables

Record to Report

Cash Management

Fixed Asset Management

Planning and Analysis

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FH CAMPUS WIEN
UNIVERSITY OF APPLIED SCIENCES

Simple Process Evaluation

| Activity | Description | Input | Output | System Support | Quantity | Who | In Scope |
|---------------------------|---|----------------|--|----------------|--------------------------|------------|----------|
| Goods & Service Purchases | Processing Supplier Invoices for Goods and Services | Purchase Order | Payment Request in the electronic banking system | Paper | 3.000 Invoices per annum | Accounting | Yes |

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FH CAMPUS WIEN
UNIVERSITY OF APPLIED SCIENCES

Simple Process Evaluation

| Activity | Current Weaknesses in the Processes | Criteria for IT-System |
|---------------------------|-------------------------------------|---------------------------------------|
| Goods & Service Purchases | 3.000 Invoices per annum | Generating automatic payment requests |

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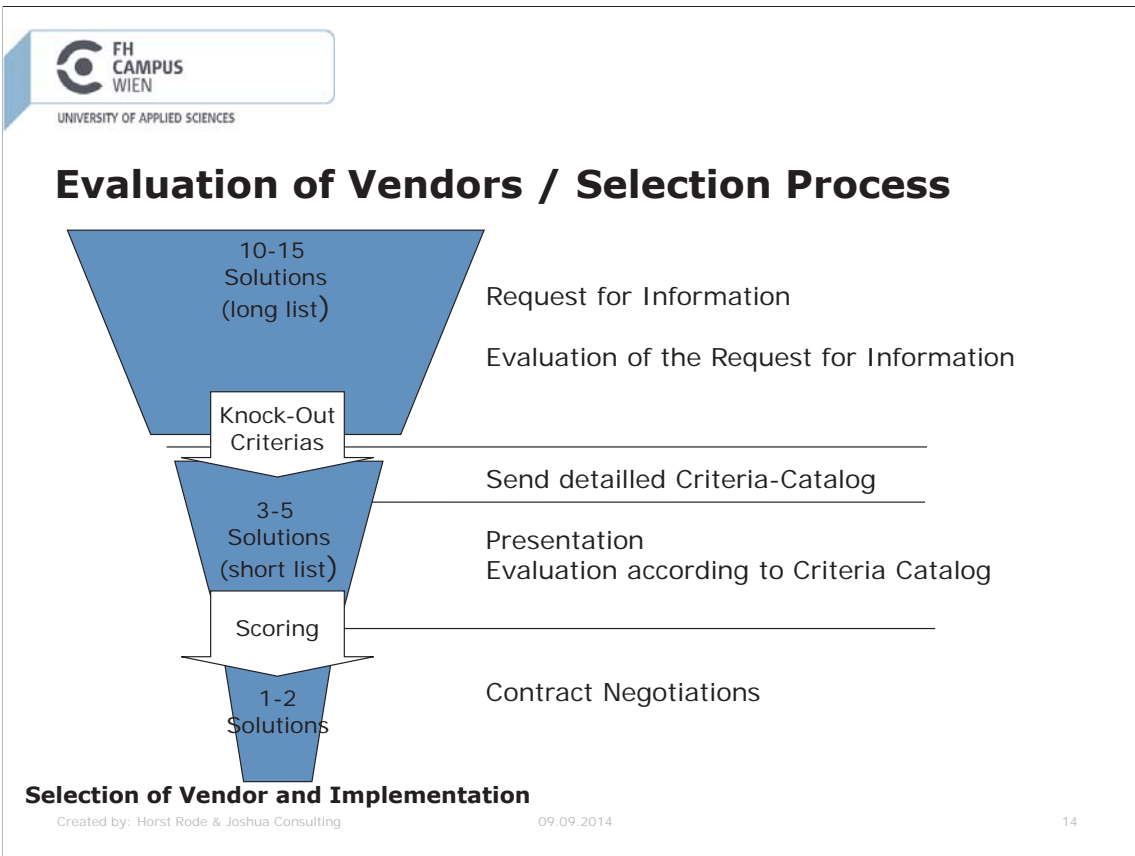
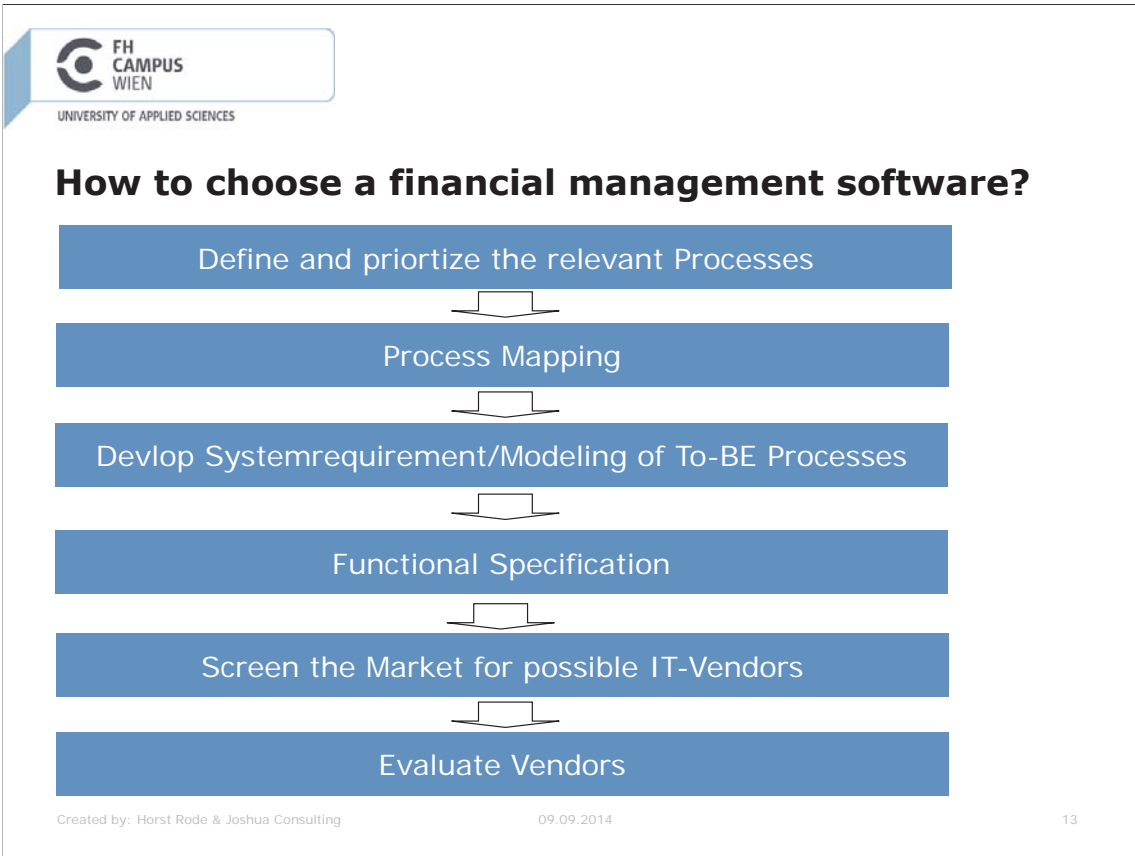
FH CAMPUS WIEN
UNIVERSITY OF APPLIED SCIENCES


What is the right organizational structure for Finance?

It does not have to be complicated:

- Establish a head of finance as part of the management team
- Segregate duties within finance staff e.g. invoices processing and payments
- Establish basic governance principles

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FH CAMPUS WIEN
UNIVERSITY OF APPLIED SCIENCES


Outline

- FH Campus Wien (FHCW) – the organization
- Questions in Setting Up a Finance Function Strategy
 - Processes
 - organization
 - IT-system
- Questions & Answers**
- Background Information regarding the Finance Function of FHCW

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Questions & Answers



```
graph TD; A[Finance strategy and role] --> B[Key finance processes]; B --> C[Right organizational structure for finance]; C --> D[Financial management software to choose];
```

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Outline

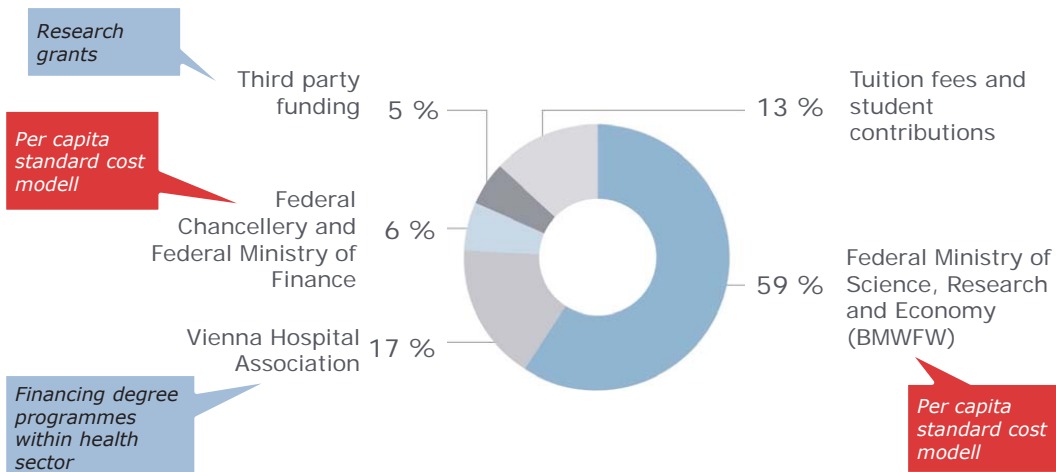
FH Campus Wien (FHCW) – the organization

Questions in Setting Up a Finance Function
Strategy
Processes
organization
IT-system


Questions & Answers

**Background Information regarding
the Finance Function of FHCW**

Funding sources at FHCW for the fiscal year 2012/13



**65% of FHCW's funding sources stem
from „classic“ standard per
capita cost modell**




UNIVERSITY OF APPLIED SCIENCES

Allocation of funds to cost categories

| Cost category | Share of total costs in % |
|---|---------------------------|
| Personnel Costs Degree Programmes | 57% |
| Lecturers | 20% |
| Part-time Lecturers | 17% |
| Degree Programme Administration | 14% |
| Researcher & Development Personnel | 3% |
| Other Personnel | 3% |
| Service Facilities („Overhead“) | 19% |
| Personnel Costs | 14% |
| Cost of Materials | 5% |
| Occupancy Costs (Offices, Lecture Rooms, etc.) | 17% |
| All other costs | 7% |
| TOTAL | 100% |

N.B. Overall cost volume 2012/13: 36 mio. €

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Financial management @ FHCW Staff, IT-infrastructure etc.

Staff (FTE ... Full Time Equivalent):

| | |
|--|---------|
| Accounting & Controlling: | 6,4 FTE |
| Strategic Controlling: | 0,5 FTE |
| Project Controlling incl. 3rd party funding: | 0,5 FTE |

IT-infrastructure:

- > ERP*-system for Accounting, Cost Accounting, Salary Accounting (supplier: BMD, an Austrian-based supplier for standard software)
- > Server-based and web-based IT-tool for budgeting and reporting (supplier: PREVERO, Germany)

* Enterprise Resource Planning - business management software, usually a suite of integrated applications

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FAITH PROJECT

Discussions of IT Group 09.09.2014



Presented by : **Dukagjin Sadrijaj**
Master in Software Engineering and Telecommunications



DISCUSSIONS IT GROUP

- **Presentation about Finance system ,strategy, financial processes:**

- Purchase to Pay/Payables
- Goods& Service Purchases...

Revenue Generation Processes/Receivables...

- Record to Report...
- Cash Management....
- Fixed asset management.....
- Planning and analysis...

Software development methodology !

Should be AGILE METHODOLOGY!



DISCUSSIONS IT GROUP

- Financial software of FH Campus has been developed in house
- Microsoft SQL Server
- .net
- Evaluation of vendors/Selection process
- Seven users for financial system



DISCUSSIONS IT GROUP

Pedro's presentation

Universities management software – ERP Software

ERP for universities have these modules:

- financial management
- academia, HR.....,

...modules have separated databases

- Customized ERP and it has been developed in –house, still under development, it is desktop version, but they are developing web based software

- Virtual CAMPUS - Economic management tool



DISCUSSIONS IT GROUP

Getting user requirements from financial officers could be very difficult, it takes time. There is a need for synergy !

Use case 1 – An example :

Procedure of payment without procurement

- 1.The invoice is submitted to the archive
2. The archive officer protocols the invoice and forwards it to department of finance, respectively to payments officer
3. Payments officer prepares the invoice and other required documents
4. Payments officer get the approval from secretary of university (ZKA) and director of finances
5. Payments officer submits it to commitment officer
6. Commitment officer makes the commitment of funds
7. Commitment officer forwards it to expenses officer
8. Expenses officer forwards it to certification officer
9. All documents including invoice remain in archive



DISCUSSIONS IT GROUP

Use case 2: Procedure of payment with procurement

- 1.The faculty prepares the specification for purchasing of goods/services
- 2.The faculty prepares the request and the request is signed by dean and approving officer(secretary or vice-rector for finance
3. After approval the file goes to commitment officer where the necessary funds are being committed
4. The file is forwarded to procurement department to continue required procedures and contracting of goods or services
5. After the contract is signed the services are delivered and supplier issues the invoice
- 6.Invoice is submitted to the archive
- 7.Archive protocols it and forwards it to procurement office
- 8.Procurement prepares the file for further procedure
- 9.Procurement department forwards it for approval to ZKA (secretary or vice rector for finance)
10. After approval ,procurement forwards the file to receiving officer
- 11.Receiver officer confirms that the goods/services are received
- 12.Receiver officer forwards it to expenses officer
- 13.Expenses officer forwards it to certifying officer, if refused the process must be repeated
- 14.If the file has been approved, than it archived by archivist



DISCUSSIONS IT GROUP

Facts to remember

1. System for finances and the system for students are separated
2. A list of the responsive personnel for organization for (IT and Finance)
3. Motivation was presented very well
4. The system has been developed in-house
5. It is completely automatic system
6. .NET
7. MS SQL Server database ...
8. Windows interface...
9. Agile methodologies such as SCRUM, Extreme programming ...It was not used
10. Seven people of are using the system for Finance
11. ERP system from the Austria – Finance software
12. Software is being used within campus only
13. ERP for University: Modules: Alumni?
14. From Data Center it has access to the Web
15. Network of fiber optic, Gigabit Ethernet
16. The system works only in Spanish language



Thank you!
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Questions?



Resource allocation, internal governance and budgeting processes

This topic covers the internal perspective of Higher Education Institutions. It covers general aspects of internal governance, organizational theory or quality management, as well as the process perspective of budgeting within an Institution.

With respect to the preparation of the system requirements for new software, it was agreed that the objectives of the related training workshop WS3 "Resource allocation" (Pristina, March 2015) should cover two aspects: on the one hand side best practises of the EU partners with regard to their processes of internal budgeting should be taken into account, on the other hand side it seemed to be necessary to focus on process management and process quality in general. The practical part of the workshop should then combine both aspects, as the task of the participants should be to visualize and analyse the budgeting processes of the Kosovan partners in detail, to get a closer idea on how financial management software could help to support these processes.

Therefore the input of the EU partners mainly focused on methodological aspects of quality management, process management and their linkage to strategic planning and organisational theory of Higher Education Institutions.

The analysis of the processes of internal budgeting itself then was subject of the practical part of the workshop.

| Materials | Author | Page |
|--|----------------------|-------------|
| <i>Internal Governance:</i> | | |
| Internal Governance (Operational and organizational structure) | Hubert Dürstein | 161 |
| Internal Governance (Staff, skills, infrastructure) | Hubert Dürstein | 176 |
| Strategic Management, organisational theory and process management | Georg Hochfellner | 187 |
| <i>Budgeting – Examples and best practices – EU-partners:</i> | | |
| Financial management practices at the FH Campus Wien | Horst Rode | 213 |
| The internal control University of Alicante | Virginia Ferrer | 222 |
| Internal resource allocation at Saarland University – Principles and processes | Jörg Hormann | 236 |
| Financial Management at Saarland University – Budget management and planning process | Ákos Barna | 244 |
| <i>Results of the training workshop:</i> | | |
| Resource allocation / process analysis: workshop results | Georg Hochfellner | 266 |



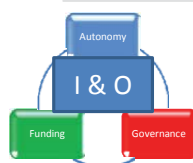
Increasing the Financial Autonomy and Accountability at public higher education institutions in Kosovo

Workshop Group A „White Paper“

Internal Governance (Operational and organizational structure)

Hubert Dürstein
Peja, 2015, June 8-10

Internal Governance - Operational and organizational structure



→ Preview **Group A „White Paper“**

Focus → Internal Governance


I. Operational and organizational structure

II. Staff, skills, infrastructure

III. Final discussion and commitments

Internal Governance

- Operational and organizational structure




Overview

- Overall system → open question(s)
- University environment
 - Systemic approach
 - Internal planning circle → complexity
 - Planning hierarchy
- Processes/Procedures
- Responsibilities/interactions → organizational issues
- *Methodology of workshop* → *dynamic facilitation*

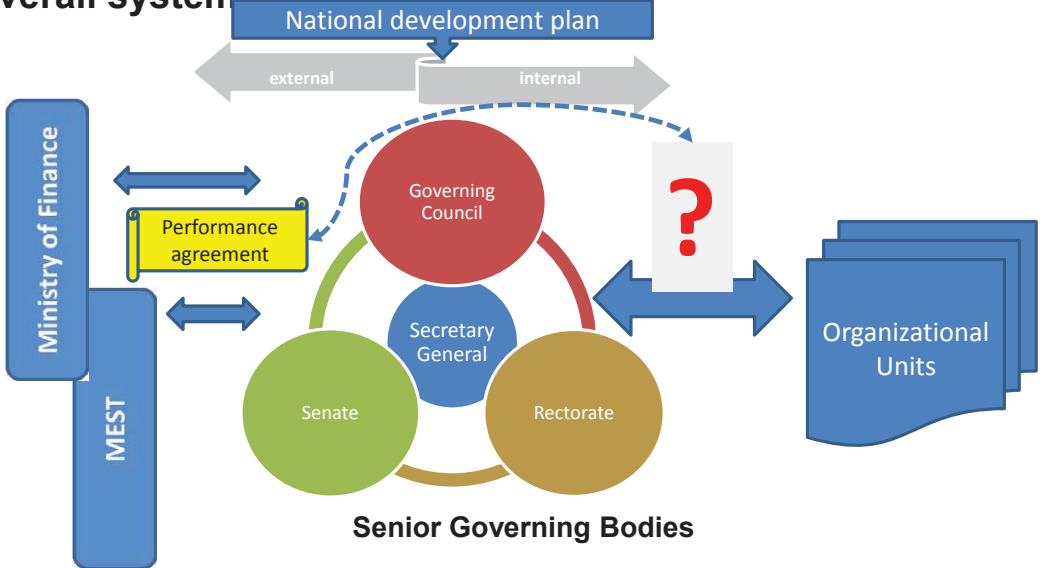
2015, June 8-10, Peja Hubert Dürstein | Expert 3

Internal Governance

- Operational and organizational structure




Overall system



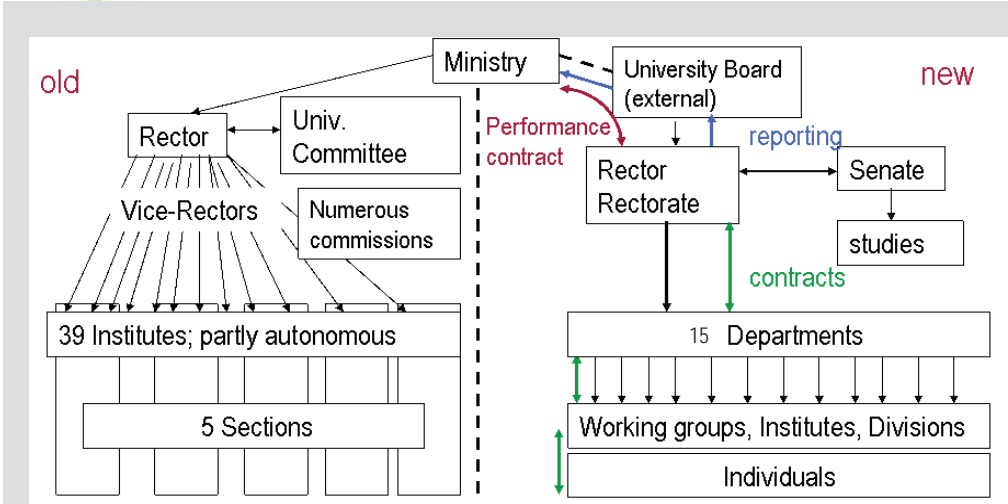
The diagram illustrates the overall system of internal governance. At the top, the **National development plan** (blue box) has an **external** arrow pointing left and an **internal** arrow pointing right. Below this, the **Ministry of Finance** (vertical blue box) and **MEST** (vertical blue box) are connected to the **Senior Governing Bodies** (a circle containing **Governing Council**, **Secretary General**, **Senate**, and **Rectorate**) by double-headed blue arrows. A yellow box labeled **Performance agreement** is connected to the **Governing Council**. A blue dashed arrow points from the **National development plan** to the **Governing Council**. A blue arrow points from the **Senior Governing Bodies** to **Organizational Units** (represented by a stack of blue boxes), with a red question mark overlaid on this arrow.

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Internal Governance
- Operational and organizational structure




→ **Systemic approach (university perspective)**



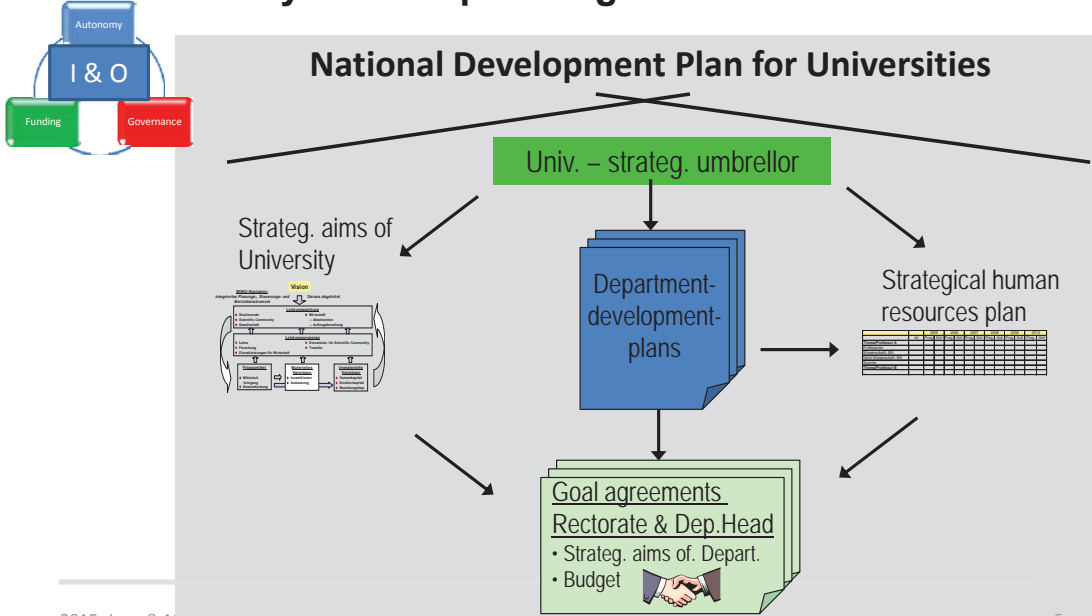
Structure supports **implementation of strategy and positioning process** (Referring to **performance agreement**, main focus, controlling)

BOKU-University

Internal Governance
- Operational and organizational structure

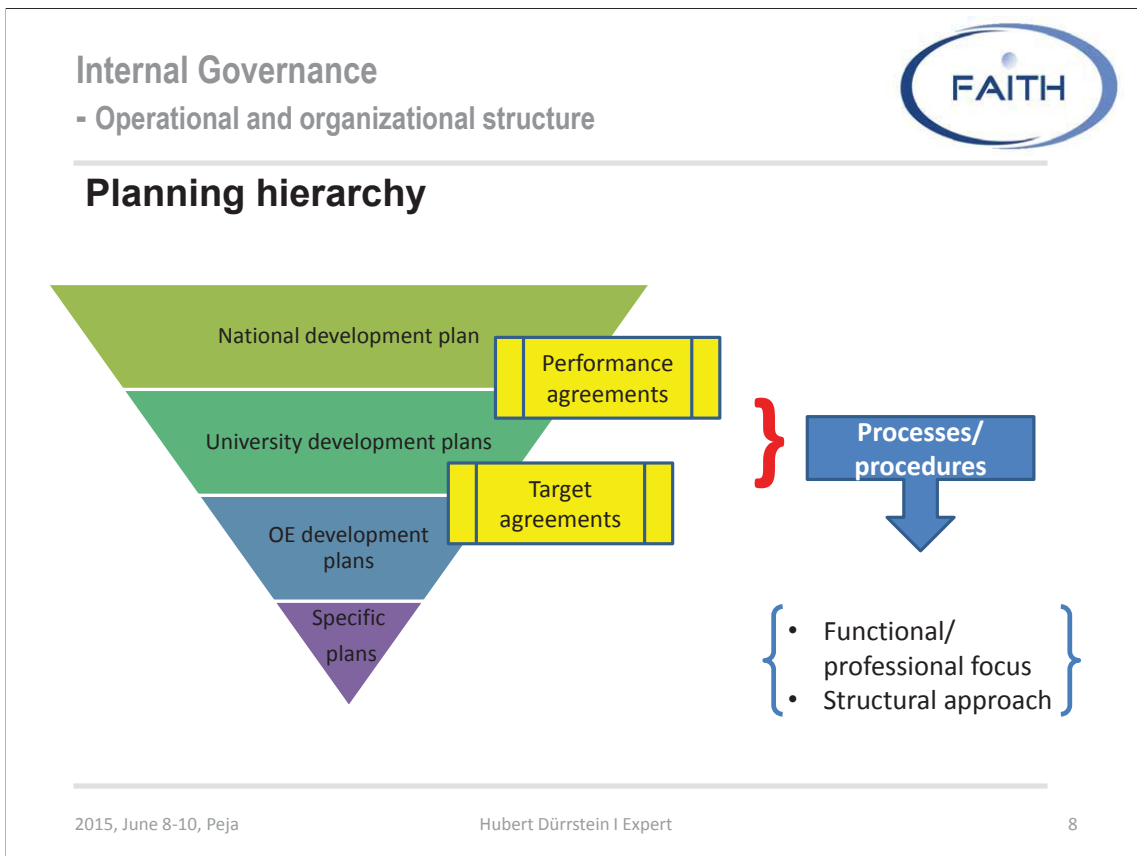
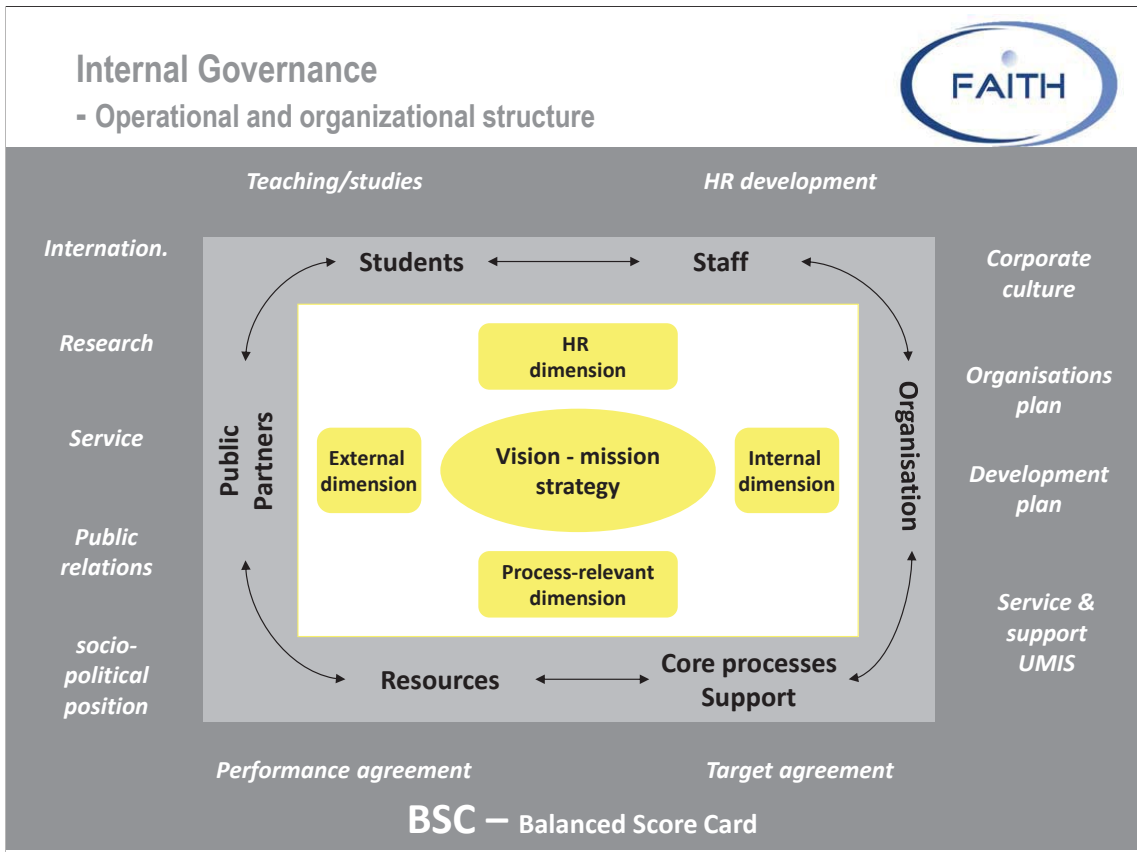


→ **University internal planning circle**




2015, June 8-10

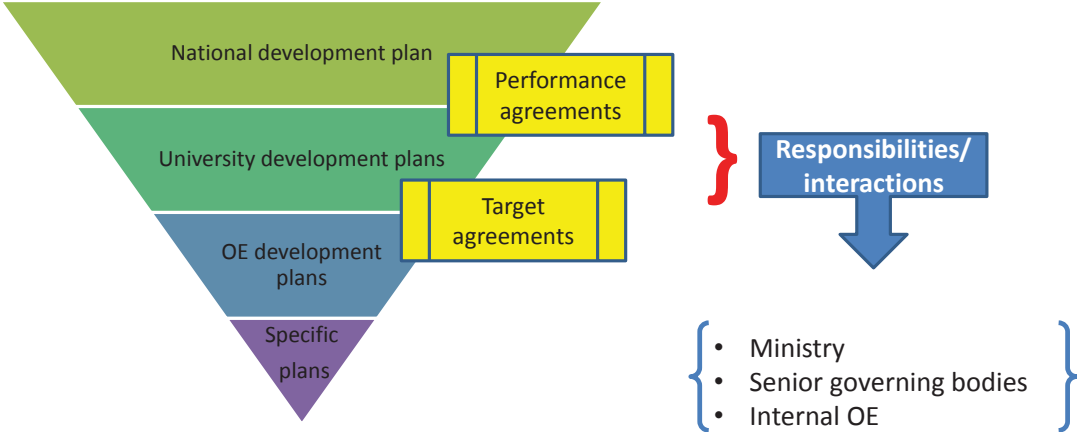
6



Internal Governance
- Operational and organizational structure



Planning hierarchy



The diagram illustrates a planning hierarchy as an inverted pyramid with four levels:

- National development plan** (top, green)
- University development plans** (second, green)
- OE development plans** (third, blue)
- Specific plans** (bottom, purple)

Agreements are shown as yellow boxes to the right of the pyramid:


- Performance agreements** (between National and University levels)
- Target agreements** (between University and OE levels)

A red bracket groups the top two levels, pointing to a blue box labeled **Responsibilities/interactions**. A blue arrow points down from this box to a list of entities:

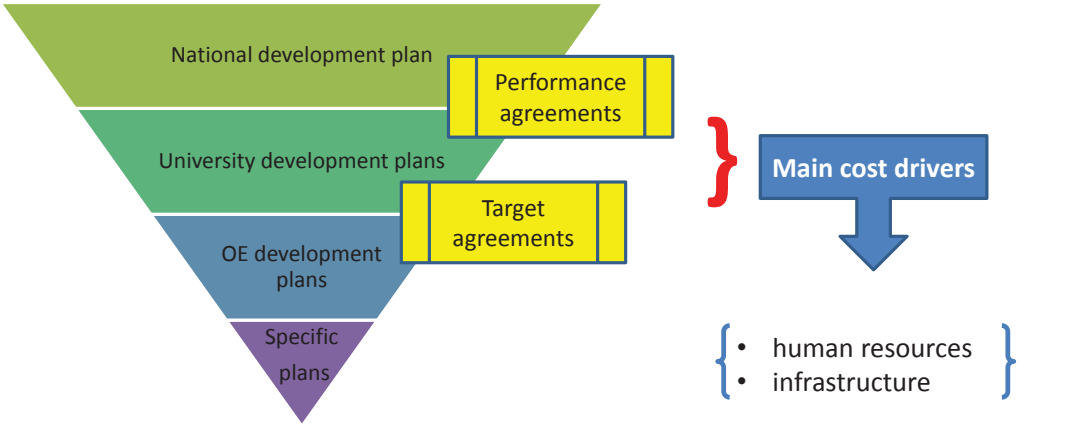
- Ministry
- Senior governing bodies
- Internal OE

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Internal Governance
- Operational and organizational structure



Planning hierarchy



The diagram illustrates a planning hierarchy as an inverted pyramid with four levels:

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Agreements are shown as yellow boxes to the right of the pyramid:

- Performance agreements** (between National and University levels)
- Target agreements** (between University and OE levels)


A red bracket groups the top two levels, pointing to a blue box labeled **Main cost drivers**. A blue arrow points down from this box to a list of cost drivers:

- human resources
- infrastructure

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Internal Governance

- Operational and organizational structure



**Processes/
procedures**

↓

- Functional/
professional focus
- Structural approach

Reference to
**LAW ON HIGHER
EDUCATION**


Reference to white Paper (Draft Version 3.0)
 → **cluster processes**

- Strategy
 - Clearly defined transformation from strategic goals to annual targets and university budget
 - Clearly defined strategic process including the commitment of hierarchic levels
- Financial autonomy and accountability
 - Professional and transparent management (planning - controlling/reporting - database)
 - Appropriate tools and skills

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Internal Governance

- Operational and organizational structure



Processes → professional focus → SWOT

- Analysis of the point of ()
 - Role and importance of t
 - SWOT-Analysis (**S**trength **O**pportunities/**T**hreats)
 - Analysis of competitors/j

- Freedom and Creativity
- Culture & Tradition

| | | |
|-----------------------|---|--|
| Environmental Factors | External Opportunities: | External Threats: |
| Own Specific Factors | Strategies to make use of Opportunities through our Strengths: | Strategies to prevent Threats through our Strengths: |
| Own Strengths: | Strategies to make use of Opportunities to minimize Weaknesses: | Strategies to minimize the potential dangers lying in sectors where our Weaknesses meet Threats: |
| Own Weaknesses: | | |

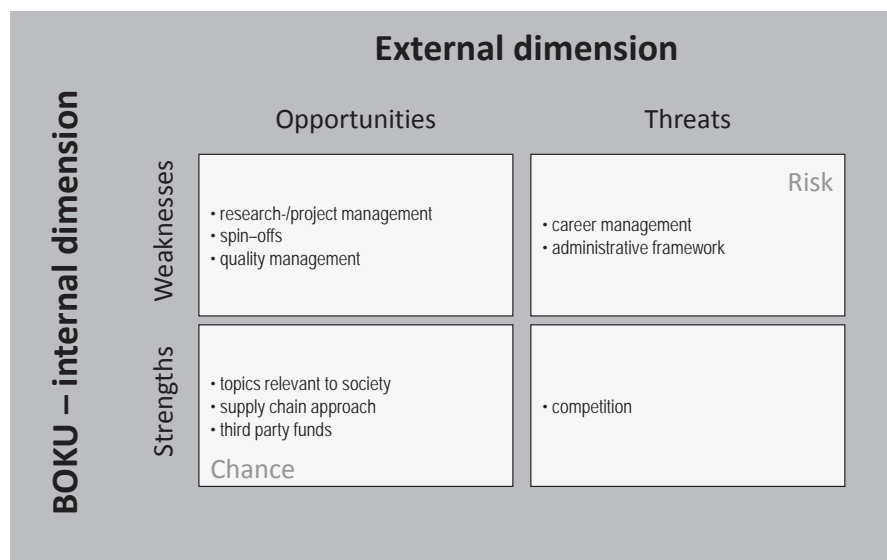
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Internal Governance

- Operational and organizational structure



Processes → professional focus → SWOT



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Internal Governance

- Operational and organizational structure



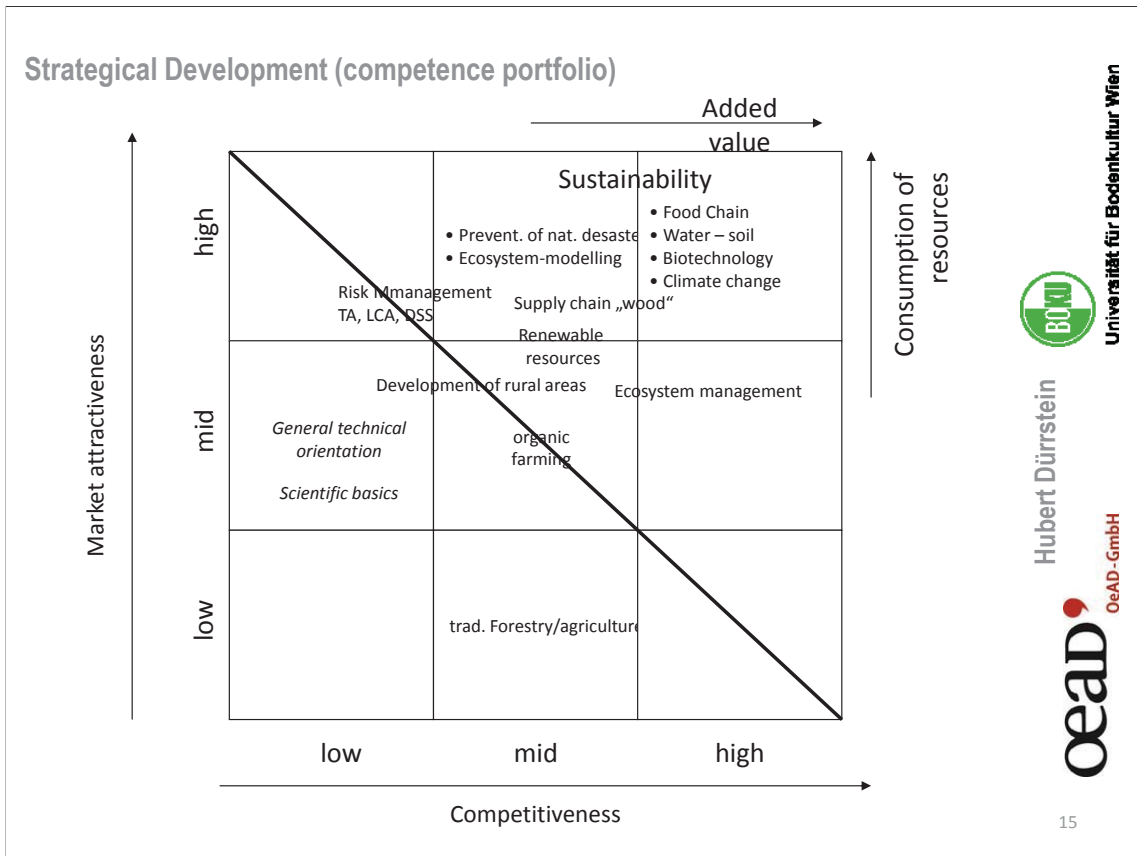
Processes → professional focus → positioning

- Requirement of a scientific profile
 - Universities → mission statement / self conception
 - Definition of the main focus and core competences
- Strategical future-oriented planning
 - Teaching
 - Research
 - Services
- Tools for realization
 - Management systems adapted to the specific issues of universities (including quality management)

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Internal Governance

- Operational and organizational structure



Processes → professional focus → strategic planning

Framework and demands

research

- Taking into consideration the national und international research landscape
- National requirements → Europe of knowledge (Creating knowledge, transferring knowlegde, applying knowledge)
- Performance orientation
- European Research Area (Horizon 2020)

Approach → solution

- Identifying and enhancig core competences (→ national framework and institutionals strengths and opportunities (e.g. BOKU-university: risk and safety: prevention of natural hazards, global/climate change, safety of the food chain)
- Strategical cooperation and partnership
- Assessment of the output (goal-/performance agreements, human capital report)
- Utilization / transfer of knowlegde (mix of contract research and basis research; patents)

Internal Governance
- Operational and organizational structure



Processes → professional focus → strategic planning

teaching

Framework and demands

- Status quo → additional demand
- European/International framework – European area of higher education (Erasmus+)
- Mobility of students and teachers (→harmonization)
- „Market of education“ – competition for students (brain drain)

Approach → solution

- Conformance to national requirements
- International compatible study programs (English, joint degrees, „European Master“ → Bologna-process)
- PhD programs (Integration in the Bologna-process)
- Quality management (Benchmarks)
- International activities and cooperation (adapted to national, European and international development and demands)

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Internal Governance
- Operational and organizational structure



Processes → professional focus → strategic planning

services

Framework and demands

- Europe of knowledge (Creating knowledge, transferring knowlegde, applying knowledge)
- Educational/Teaching/Training requirements
- Relevance/contribution of financing


Approach → solution

- Professionalization of services (financial model & management; HR issues; information management)
- Strengthening the continous professional education (combined with the Bologna-Architecture)
- Utilization of knowledge (e.g Spin off – activities)

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Internal Governance

- Operational and organizational structure



**Responsibilities/
interactions**

↓

- Ministry
- Senior governing bodies
- Internal OE

Reference to white Paper (Draft Version 3.0)
→ *cluster processes*


- Responsibility
 - external
 - internal
- Interaction
 - (permanent) communication processes
 - Reporting
 - Negotiation (expectation, tools, database)
 - Ambiguity between bureaucrazy and effectiveness and efficiency

Reference to
**LAW ON HIGHER
EDUCATION**

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19

Internal Governance

- Operational and organizational structure



Legal transition of Austrian Universities (UA 1993 vs UA 2002)

UA 1993 – Restricted legal capacity

- Head of institute responsible for projects (budget, personnel,...)
- Fixed budget, based on negotiations between University and Ministry
- Management based on self-governing bodies
- Reporting: by the institute directors
- Controlled by the ministry

UA 2002 – Full legal capacity

- University management responsible for the whole budget > subsidiarity
- University budget partly dependent on fulfilling the performance contract
- Management with less participation of all different groups employed
- Reports: Int. Cap. Rep., Performance Report by the rectorate
- Controlled by an „University Board“

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Internal Governance

- Operational and organizational structure



University Act from 2002

Management + internal organisation (§20)

Establishment of **organisational units** fitting to an **appropriate structure** concerning

- Research
- Teaching and Learning (Education & Training)
- Administration

Internal Governance

- Operational and organizational structure



General recommendations

Forward strategy:

- Controlling instruments for a maximum of transparency
- Precise definition of leading and management responsibilities: rectorate, departments, senate, univ.-board,
→ **Corporate strategy is possible**

Leverages of changing processes:

- Team work → rectorate and department heads
- Governance including BOKU and the different units and bodies → Synergies and integrated strategies

Internal Governance

- Operational and organizational structure



Organisational issues – expected added value:

- Structure supports implementation of strategy and positioning process (Referring to performance agreement, main focus, controlling)
- Flexibility: gradual implementation (step by step)
- Consistent, coherent and stable processes (accounting, studies)
- Support and promotion of initiatives, innovative ideas and entrepreneurship
- Subsidiarity (dezentralized decision making and responsibility)
- Infrastructural integration (bring together) of department units

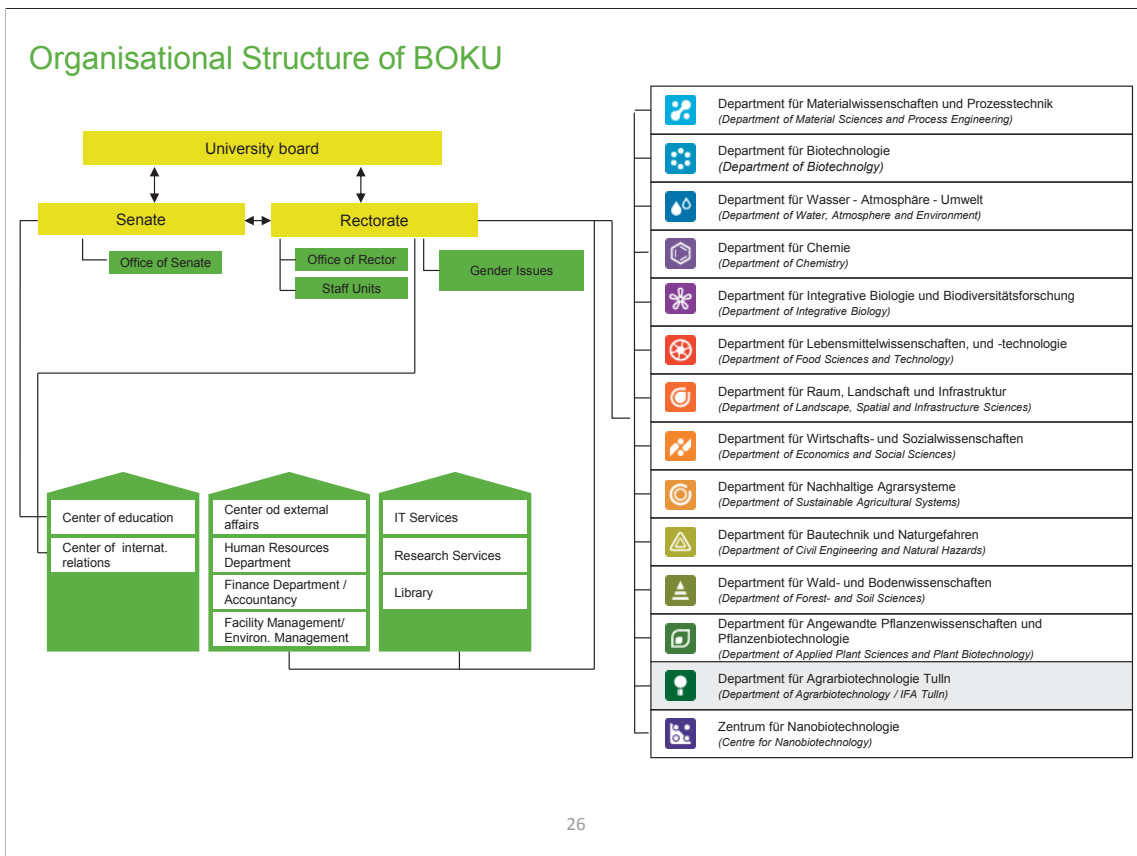
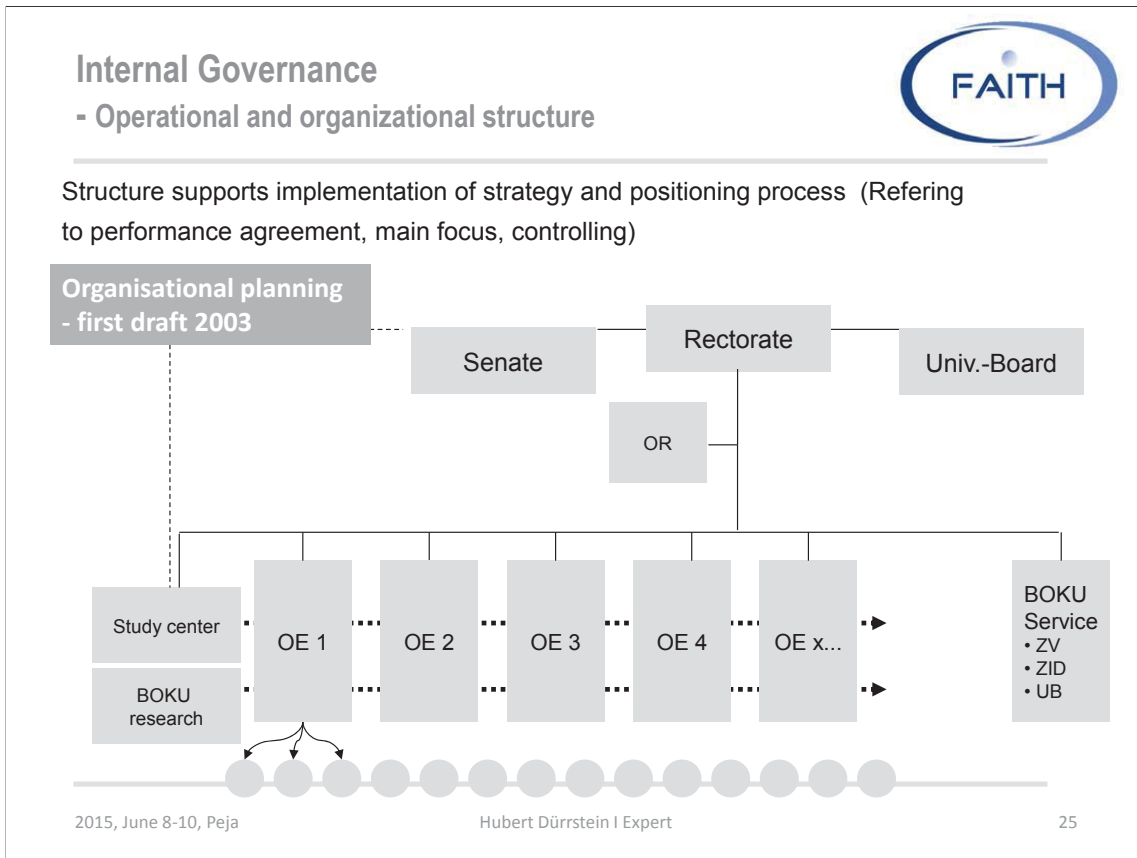
Internal Governance

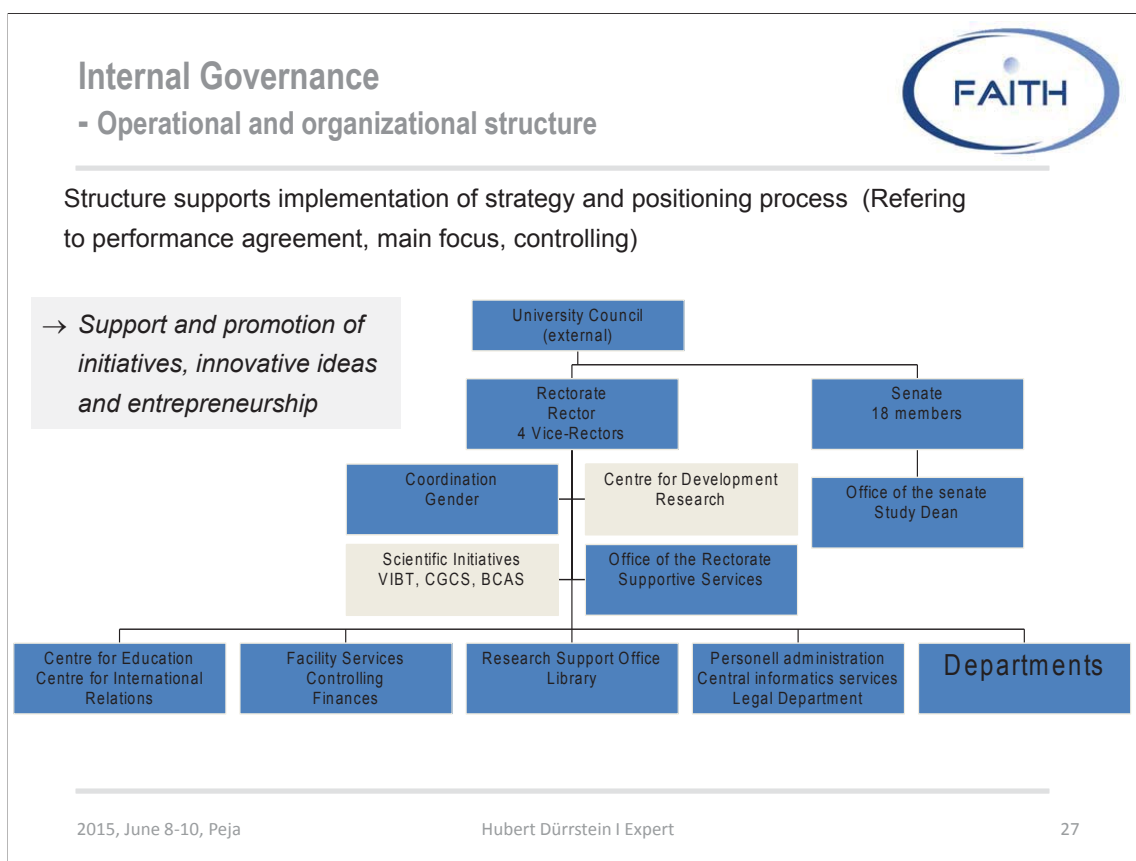
- Operational and organizational structure



Organisational issues – additional achievements:


- International competitive organisational units (departments)
- Creation of professional nucleus (research platforms, supply chains)
- Competent experts at core positions (e.g. support of administration)
- Humans resources management and realistic career paths
- University management system (makeable processes for data and info transfer)
- Synergies + transparent, simple processes (service orientation)





Internal Governance

- Operational and organizational structure



Matrix: Competences - structure

| Departments competence fields | Soil and Ecosystem Management | Water – Atmosphere – Environment | Integrated Landscape Management | Technologies of Sustainable and Renewable Resou. | Food, Nutrition, Health | Biotechnology und Nanobiotechnology |
|---|-------------------------------|----------------------------------|---------------------------------|--|-------------------------|-------------------------------------|
| Economics and Social Sciences | XX | XX | XX | XX | XX | X |
| Food Sciences and Technology | XX | X | | XX | XXX | XX(X) |
| Biotechnology | X | X | | XX | XX(X) | XXX |
| Center of Nanobiotechnology | X | X | | XX | XX | XXX |
| Chemistry | XX | XX | X | XX(X) | XX | XX |
| Apl. Plant Sciences and Plant Biotechnology e | XX(X) | X | X | XX | XX | XX(X) |
| Water, Atmosphere, Environment | XX | XXX | XX | X | X | X |
| Landscape, Spatial and Infrastructure Scienc. | XX | XX | XXX | X | | |
| Civil Engineering and Natural Hazards | XX | XX(X) | XX | XXX | | |
| Material Sciences and Process Engineering | XX | X | X | XXX | X | XX |
| Forest and Soil Sciences | XXX | XX | XX | XX(X) | X | X |
| Integrative Biology & Biodiversity Research | XX(X) | X | XX | XX | X | X |
| Sustainable Agricultural Systems | XXX | X | XX | XX(X) | XX | X |
| Agrobiotechnology/IFA | XX | X | | XX(X) | XX | XX |

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Internal Governance

- Operational and organizational structure



Methodology → dynamic facilitation



Challenges, Issues,
Questions

Solutions, Ideas,
approaches

Concerns, objectives,
doubts

Other points/aspects
(information,
perception)

Internal Governance

- Operational and organizational structure



Thank you for your attention

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- <http://www.oead.at/>
- <http://www.boku.ac.at/>



Increasing the Financial Autonomy and Accountability at public higher education institutions in Kosovo

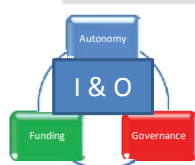
Workshop Group A „White Paper“

Internal Governance

(Staff, skills, infrastructure)

Hubert Dürstein
Peja, 2015, June 8-10

Internal Governance - Staff, skills, infrastructure



→ Preview **Group A „White Paper“**

Focus → Internal Governance


I. Operational and
organizational structure

II. Staff, skills,
infrastructure

III. Final discussion and
commitments

Internal Governance

- Staff, skills, infrastructure




Overview

- ➔ Overall system → open question(s)
- ➔ University environment
 - Systemic approach
 - Internal planning circle → complexity
 - Planning hierarchy
- ➔ Human resources
- ➔ Infrastructure
- ➔ Example „Higher Education“
- ➔ *Methodology of workshop → dynamic facilitation“*

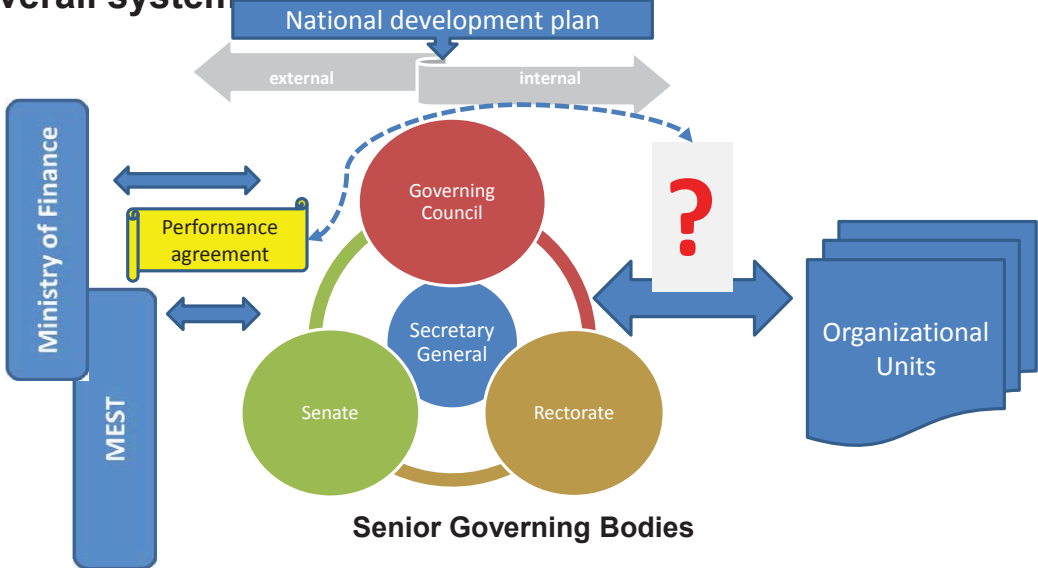
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Internal Governance

- Staff, skills, infrastructure




Overall system



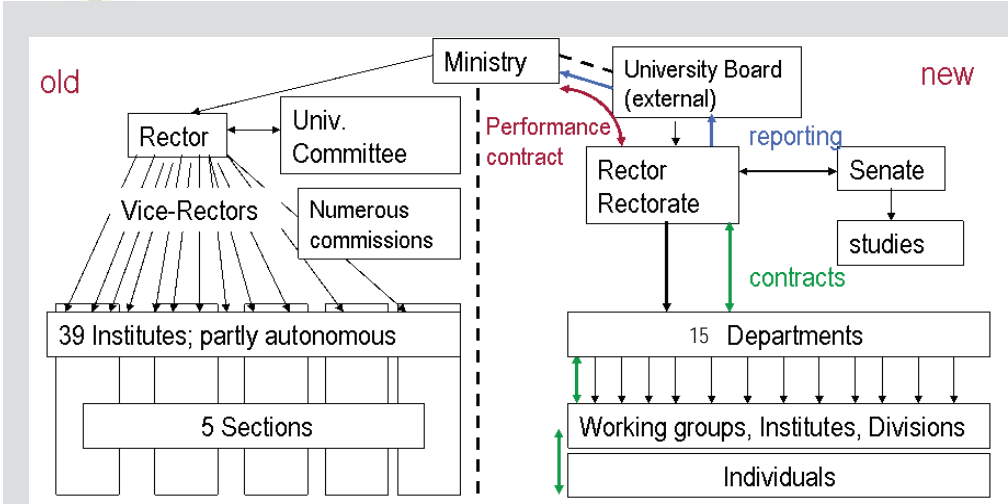
The diagram illustrates the 'Overall system' of internal governance. At the top, a blue box labeled 'National development plan' has a downward arrow pointing to a grey box labeled 'external' and 'internal' with a double-headed arrow. Below this, a central cluster of 'Senior Governing Bodies' includes a red circle for 'Governing Council', a blue circle for 'Secretary General', a green circle for 'Senate', and a brown circle for 'Rectorate'. To the left, a vertical blue bar represents the 'Ministry of Finance' and 'MEST', with a yellow box labeled 'Performance agreement' connected to the Governing Council. To the right, a stack of blue boxes represents 'Organizational Units', with a red question mark in a white box between the Governing Council and the units. A dashed blue arrow points from the National development plan to the Governing Council, and a solid blue arrow points from the Governing Council to the Organizational Units.

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Internal Governance
- Staff, skills, infrastructure




→ **Systemic approach (university perspective)**



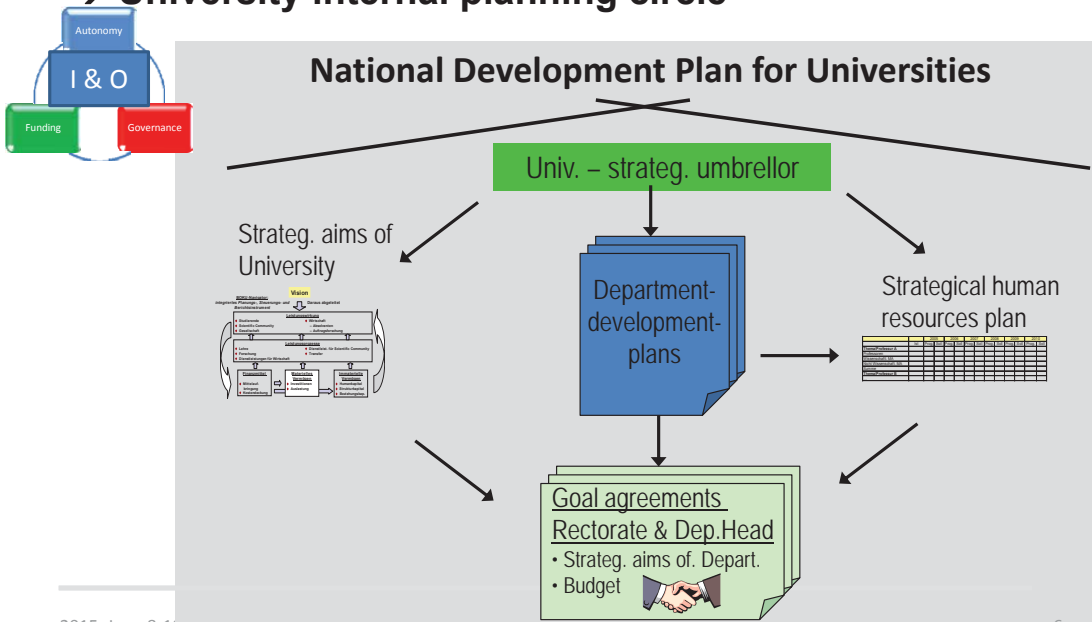
Structure supports **implementation of strategy and positioning process** (Referring to **performance agreement**, main focus, controlling)

BOKU-University

Internal Governance
- Staff, skills, infrastructure

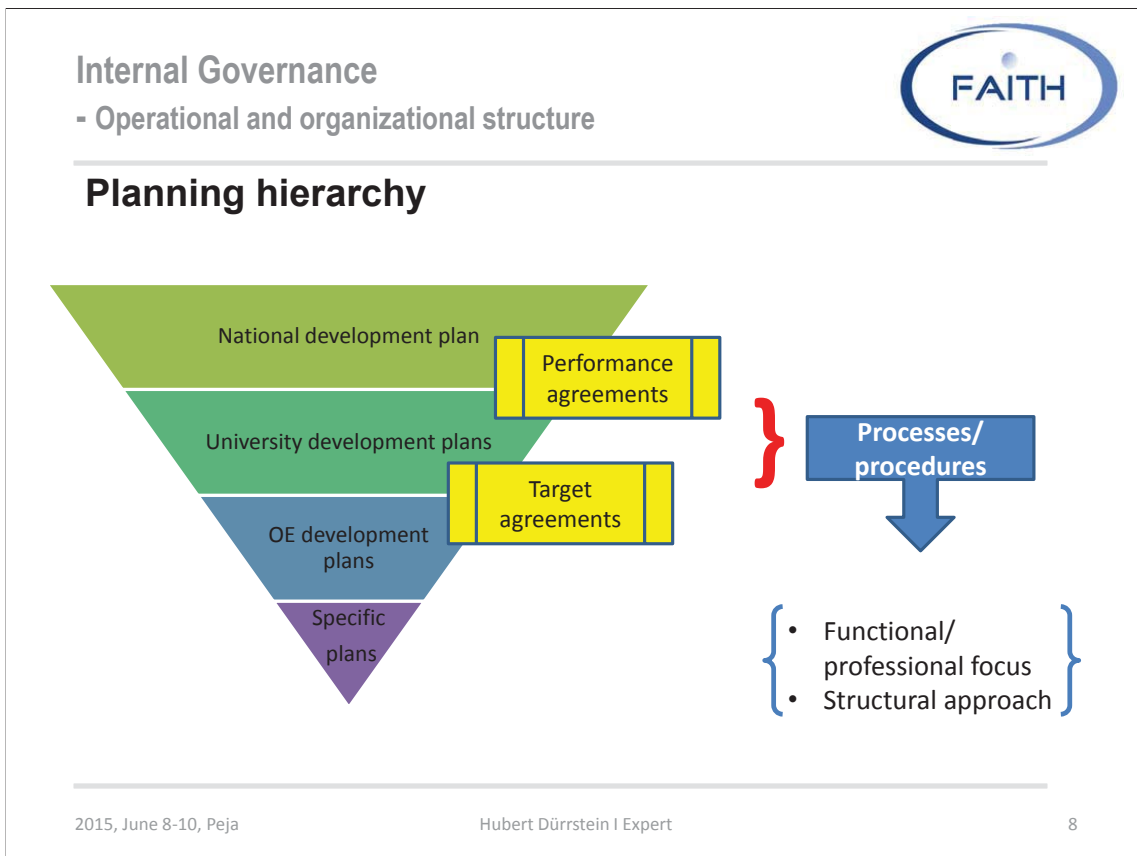
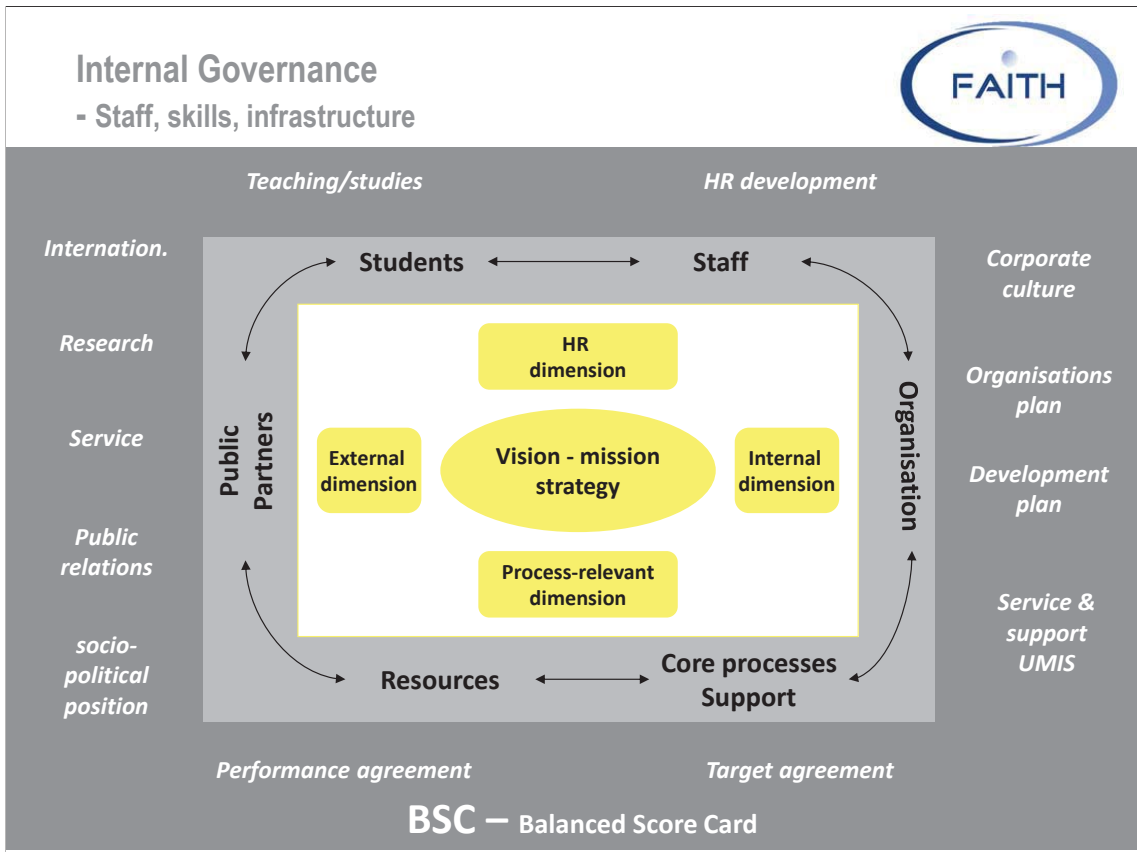


→ **University internal planning circle**




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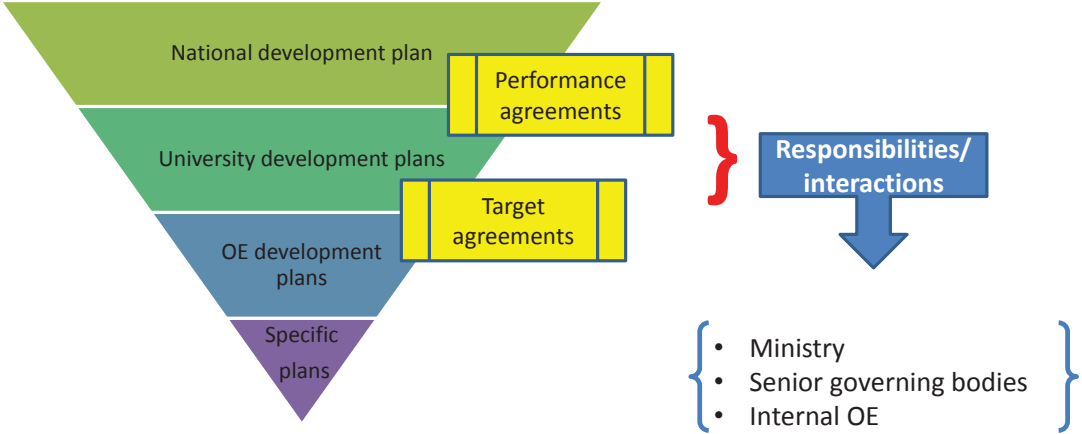
6



Internal Governance
- Operational and organizational structure



Planning hierarchy




The diagram illustrates a planning hierarchy as a funnel with four levels: National development plan (top, green), University development plans (green), OE development plans (blue), and Specific plans (bottom, purple). To the right of the funnel are two yellow boxes: 'Performance agreements' aligned with the National and University levels, and 'Target agreements' aligned with the OE and Specific levels. A red bracket groups the top two levels, with a blue arrow pointing to a box labeled 'Responsibilities/interactions'. Below this, a blue bracket groups the bottom two levels, with a list of entities: Ministry, Senior governing bodies, and Internal OE.

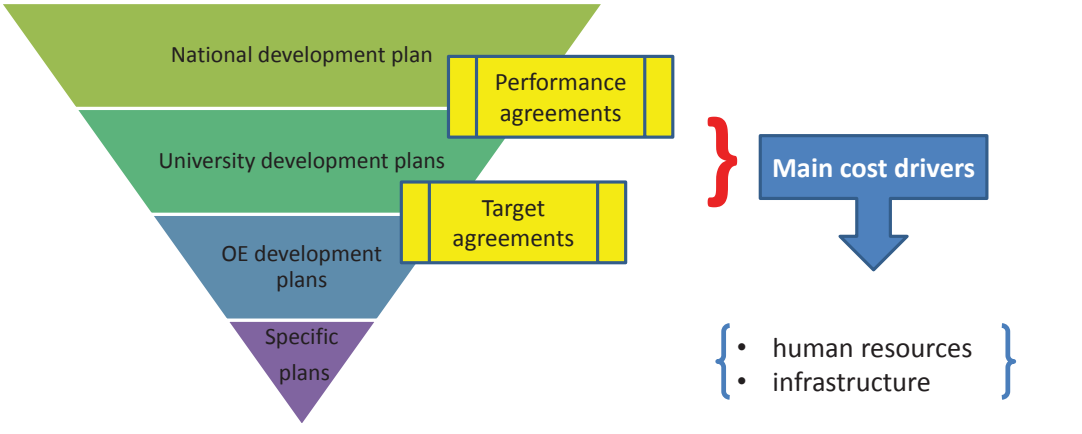
- Ministry
- Senior governing bodies
- Internal OE

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Internal Governance
- Staff, skills, infrastructure



Planning hierarchy




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- human resources
- infrastructure

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Internal Governance

- Staff, skills, infrastructure



Main cost drivers

↓

- human resources
- infrastructure

Reference to white Paper (Draft Version 3.0)

→ *cluster human resources*

- Staff
 - Categorization (teaching, research, administrative)
 - job descriptions (teaching load ↔ work load)
 - definition of salaries (regulations for benefits, allowances, bonus)
 - HR development & tools
 - Recruiting
 - Career path
 - Appraisal interviews → performance orientation
 - Student-to-teacher ratio
- Infrastructure
 - Connected to the existing site(s) and premises
 - Adapted to requirements (research & teaching)
 - Supportive as to development
 - Specific projects

Reference to
**LAW ON HIGHER
EDUCATION**


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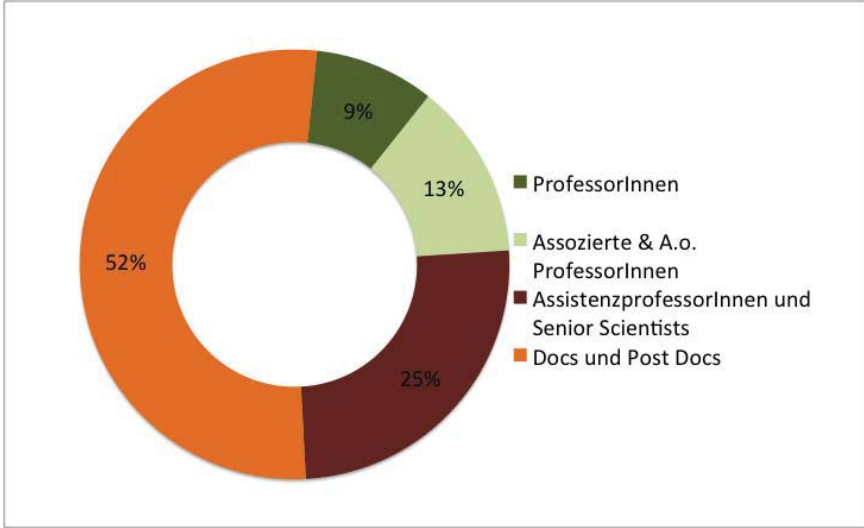
11

Internal Governance

- Staff, skills, infrastructure



Example: Structure – scientific staff




| Category | Percentage |
|---|------------|
| Docs und Post Docs | 52% |
| AssistenzprofessorInnen und Senior Scientists | 25% |
| Assoziierte & A.o. ProfessorInnen | 13% |
| ProfessorInnen | 9% |

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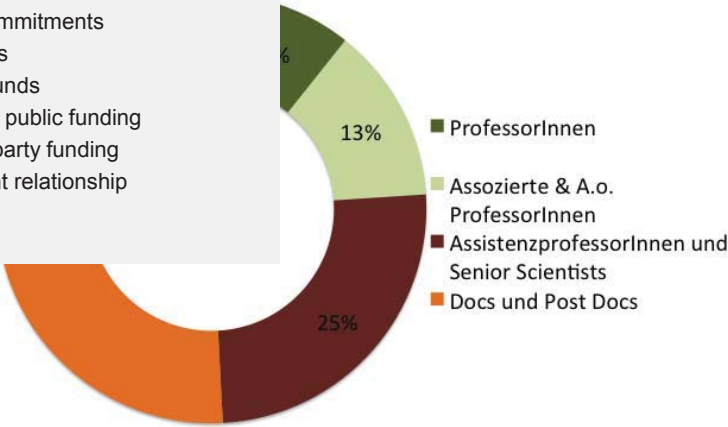
Internal Governance
- Staff, skills, infrastructure



Example: Structure – scientific staff

Issues:


- National commitments
- Benchmarks
- Source of funds
 - Global public funding
 - Third party funding
- Employment relationship



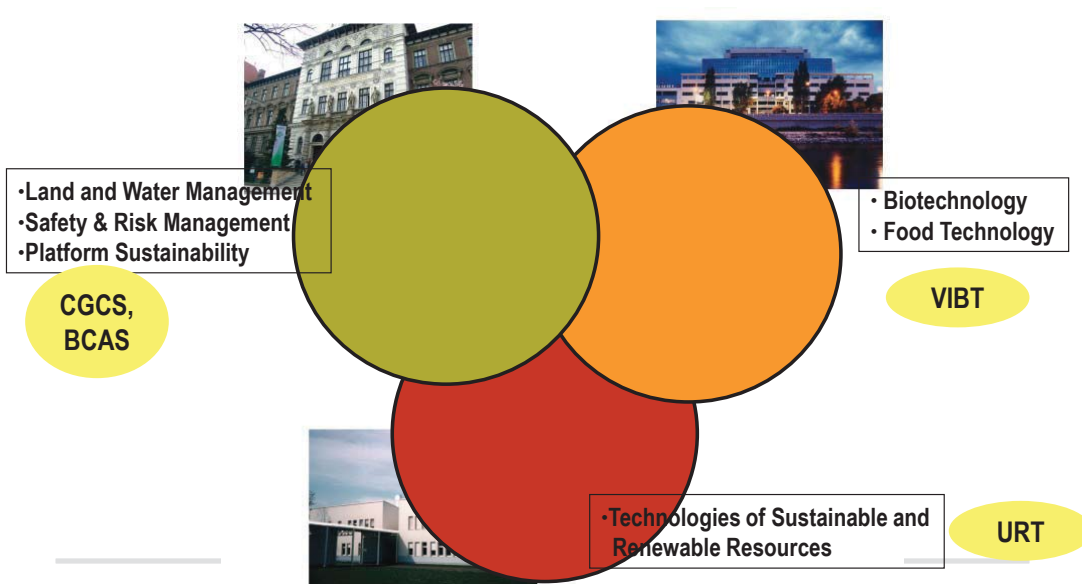
| Category | Percentage |
|--|------------|
| ProfessorInnen | 62% |
| Assoziierte & A.o. ProfessorInnen | 13% |
| AssistentzprofessorInnen und Senior Scientists | 25% |
| Docs und Post Docs | 0% |

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Internal Governance
- Staff, skills, infrastructure



Example: Sites – infrastructure – professional focus



• Land and Water Management
• Safety & Risk Management
• Platform Sustainability

CGCS, BCAS

• Biotechnology
• Food Technology


VIBT

• Technologies of Sustainable and Renewable Resources

URT

2015, June 8-10, Peja 14

Internal Governance
- Staff, skills, infrastructure




Example: Sites – infrastructure – professional focus


Issues:

- Property ↔ lease (rent)
- Conveyance
- Maintenance and repair
- Reinvestment

- National coordination



VIBT




URT

• Biotechnology
• Food Technology

• Technologies of Sustainable and Renewable Resources

2015, June 8-10, Peja 15

Internal Governance
- Staff, skills, infrastructure



Main cost drivers

↓

- human resources
- infrastructure

Professional approach → leadership

Reference to white Paper (Draft Version 3.0)
→ *cluster higher education*

Rectorate
Rector
Vice-Rector for Research
Vice-Rector for Education and Internationalization

University Council
7 external members
 Tasks according to bill § 21 Abs. 1 UG 2002

Senate
 16 members: 9 professor representatives, 2 assistant teacher representatives, 4 student representatives, 1 general staff representative
 Tasks according to bill § 25 Abs. 1 UG 2002, and specific university law related duties


Rector's Office
 Internal Management
 Public relations
 Event organization
 SAP support

Document of reference: University Act (UG) 2002

2015, June 8-10, Peja Hubert Dürstein | Expert 16

Internal Governance

- Staff, skills, infrastructure



Main cost drivers

↓

- human resources
- infrastructure

Reference to white Paper (Draft Version 3.0)
→ *cluster higher education*

Vice–Rector for education and internationalization

Tasks and duties

Education:

- Organization of our study program
 - Bachelor program
 - Master program
 - Doctoral program
 - Additional qualifications
- Information, advice and support for students and lecturers
- Quality assurance in education


Internationalization:

- Support of student and lecturer mobility
- Internationalization of the study programmes
- Focussing the efforts in terms of content and target geographical regions

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Internal Governance

- Staff, skills, infrastructure



Main cost drivers

↓

- human resources
- infrastructure

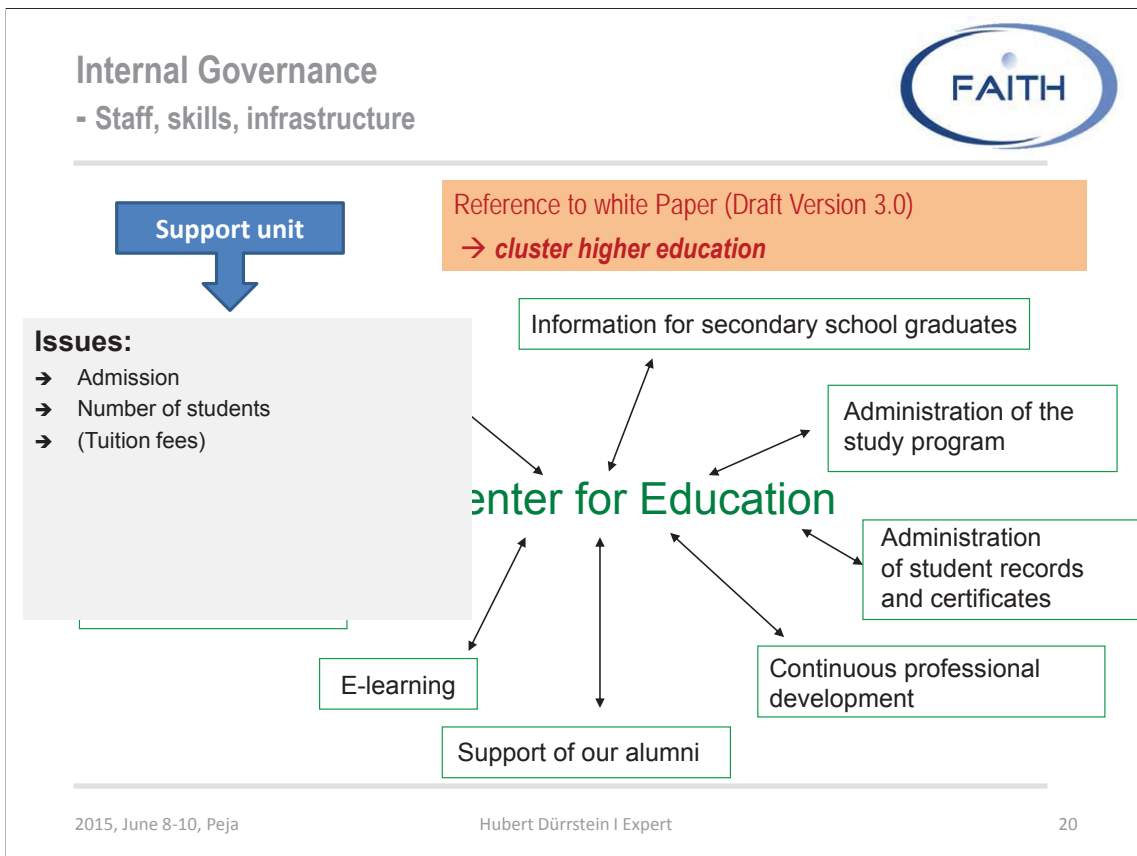
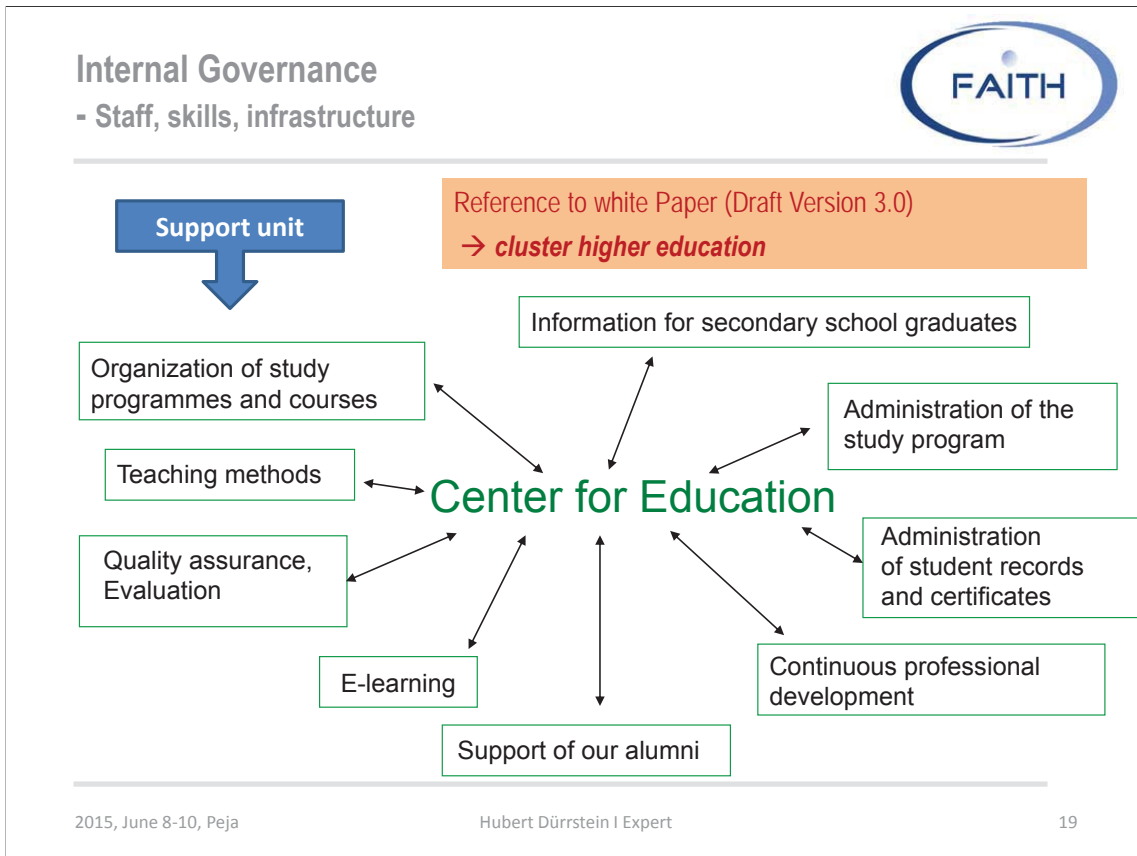
Reference to white Paper (Draft Version 3.0)
→ *cluster higher education*

Vice–Rector for education and internationalization

Partners and target groups for education

- Austrian and foreign secondary school graduates
- Austrian and foreign persons interested in continuing education
- Austrian and foreign students of the BOKU
- Our staff involved in teaching
- Our graduates (Alumni)
- Persons interested in continuous professional development
- The general public

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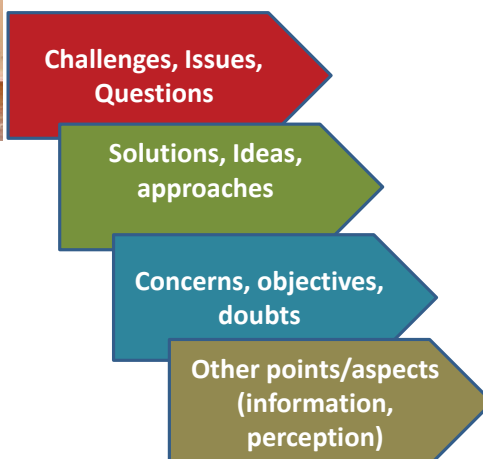


Internal Governance

- Staff, skills, infrastructure



Methodology → dynamic facilitation



Internal Governance

- Staff, skills, infrastructure



Thank you for your attention

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- <http://www.boku.ac.at/>

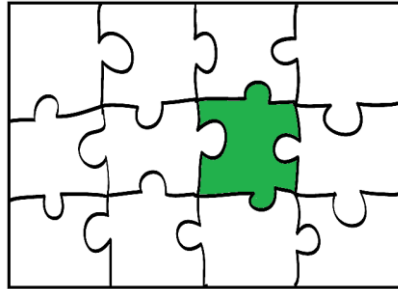
Overview

> Accounting and the „Big Picture“ - 3 views on organizations:

- Goals and objectives
- Employees
- Processes

> Processes in Accounting: Examples

> Workgroup: Process Design



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1. Objectives of the organization

> Types of objectives:



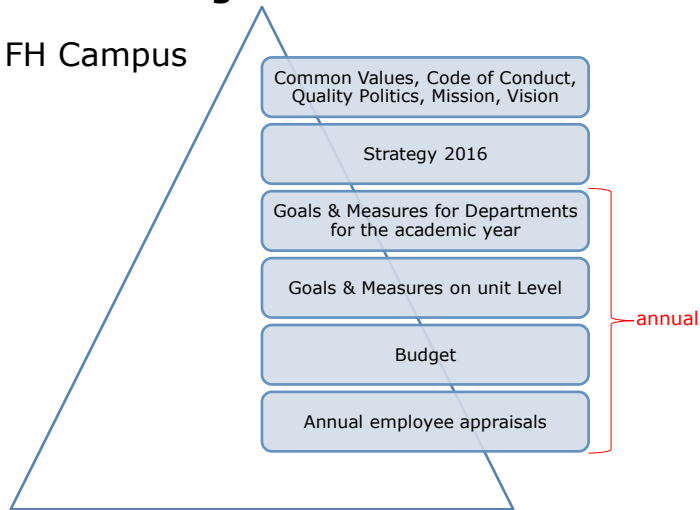
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2



1. Objectives of the organization

> Example: FH Campus Wien



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1. Objectives of the organization

> General considerations about objectives:

- The popular „SMART“ model defines specifications for objectives. Objectives should be:

| | |
|----------|---|
| S | Specific |
| M | measurable |
| A | Accepted / Attractive / Achievable |
| R | Realistic |
| T | Time-bound |

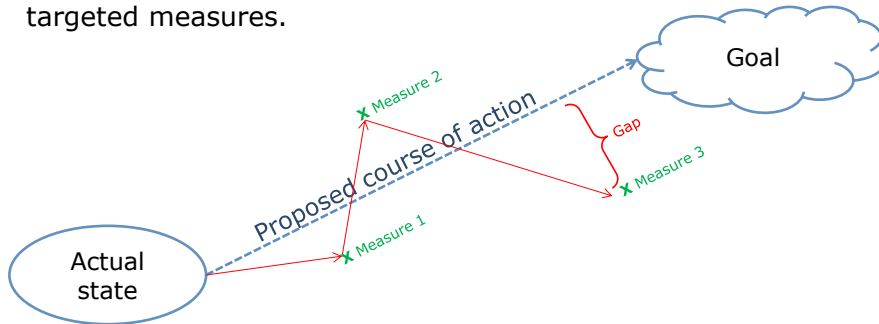
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1. Objectives of the organization

> General considerations about objectives :

- In the long term there always will be discrepancies between planning and reality. This gap can get reduced by targeted measures.



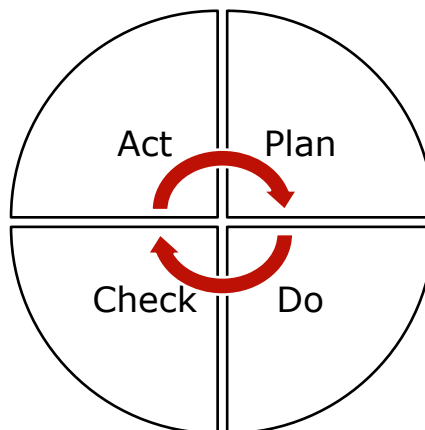
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1. Objectives of the organization

> General considerations about objectives :

- Feedback loops are the basis for continual improvement
- PDCA can help to achieve the organizations objectives



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1.1 Common values, mission statement

> Common values:

- Various titles, e.g.: Common values, Corporate culture, Policy, Code of Conduct etc.
- Common values communicate the fundamental attitude of the organization. They help aligning the expectations of management and employees.
- It is difficult to find common values, that are more than the usual phrases. It is even more difficult, to find broad commitment for these values in the organization. And it is most difficult to follow the values in daily business.



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1.1 Common values, mission statement

> Example FH Campus Wien: 7 guidelines, including

- Strategic business areas
- Freedom of academic teaching principle
- Multi-disciplinary university
- Active incorporation
- Respectful interaction
- Diversity
- Health

Example Respectful interaction: *By treating all staff and students respectfully and practicing an inclusive management style, we ensure high levels of flexibility and creative flair as well as the ability to realize our aims*

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1.1 Common values, mission statement

> Mission statement: Vision

- A vision a visual representation, how the organization wants to be long time in the future. It should be
 - Inspiring, clear and challenging
 - It makes sense for the market
 - It is a kind of navigational light
 - Vision = Answer to the question: „where are we going?“
- For better understanding Saint-Exupéry: *If you want to build a ship, don't herd people together to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.*



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1.1 Common values, mission statement

*We consistently implement contemporary European concepts in both educational policy and higher education didactics, **with the aim of becoming one of Europe's leading "lifelong learning" universities in the medium to long term.***

*For this purpose we employ **student-centered teaching and learning**, while also expanding our programme portfolio, in order to enable a growing number of students and graduates to have **high-quality education and training for their entire career.***



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1.2 Strategy

> Strategy:

- Defines long-term goals (usually 3-5 years)
 - It describes the behaviour in order to reach these goals
 - It provides orientation marks
 - Focuses on effectiveness
 - Strategie = Answer to the question: „How?“
-
- For better understanding Seneca:
„It doesn't depend on how the wind blows, but on how one sets the sails “



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1.2 Strategie

> Example: Strategic topics at FH Campus Wien:

- Growth policy
- Institutional core competencies
- Teaching
- Further education
- Research & Development
- Quality
- Internationalization



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1.2 Strategie

> Strategy: Relevance

- Strategic decisions can be vital for organizations!



„This 'telephone' has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us. “
Internal Memo of Western Union, 1876.

„We don't like their sound, and guitar music is on the way out.“
Decca Recording Co. rejecting the Beatles, 1962

„With over 50 foreign cars already on sale here, the Japanese auto industry isn't likely to carve out a big slice of the U.S. market.“
Business Week, August 2, 1968.

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1.2 Strategie

> Strategy development: STEP-analysis

- Popular tool for environmental megatrends



| | |
|-----------------------------|--|
| Sociological Change | e.g. demografic change, education, income, lifestyle |
| Technological Change | e.g. new technologies, new services, breakthrough inventions |
| Economical Change | e.g. ecomic growth, changes in labour market, new competitors |
| Political Change | e.g. law changes, change of government, change of political system |

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1.2 Strategie

> Strategy development : SWOT analysis

– Example – Step 1:

| | | |
|------------------|--|---|
| Internal factors | Strengths: - e.g. high growth rate | Weaknesses: - e.g. weak organizational structures |
| External factors | Opportunities: - e.g. law changes gave more autonomy for decisions | Threats: - e.g. Quality level of study programs can not be held because of increasing numbers of students |

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1.2 Strategie

> Strategy development: SWOT analysis step 2

| | | |
|---|---|--|
| External factors | Opportunities: - e.g. law changes gave more autonomy for decisions | Threats: - e.g. Quality level of study programs can not be held because of increasing numbers of students |
| Internal factors | | |
| Strengths: - e.g. high growth rate | S-O: Matching-Strategies - Use autonomy to create new study programs. The high growth rate provides high student numbers for innovative programs | S-T: Neutralize thread - Conduct assessment for prospective students to find the most talented students and limit the student numbers |
| Weaknesses: - e.g. weak organizational structures | W-O: Eliminate weakness - Use autonomy to establish better organizational structures | W-T: Defensive strategies - Increase efficiency of administration and allocate the gained resources in teaching |

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1.2 Strategy

> Strategy development process:
Example FH Campus Wien

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1.2 Strategy

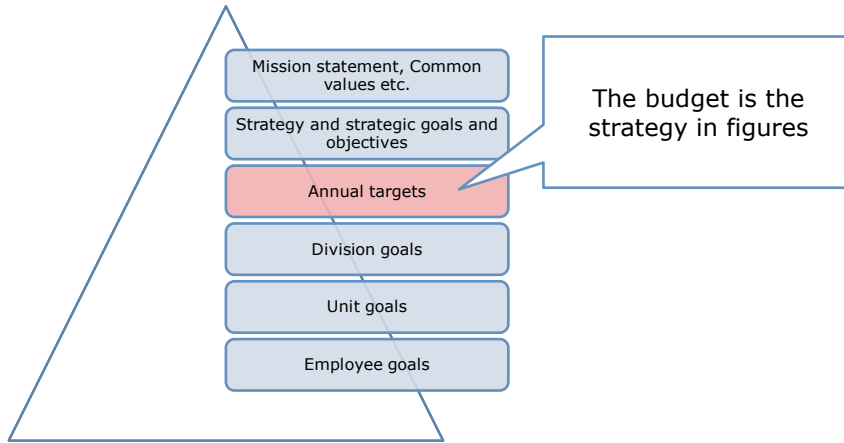
> Annual strategy update: Example FH Campus Wien

| What? | Who? | Aug | Sep | Okt | Nov | Dez | Jän | Feb | Mär |
|---|------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| Update of strategy | | | | | | | | | |
| Input: Environment Analysis | Expert | | | | | | | | |
| Preperation of the Budgeting | CFO | | | | | | | | |
| Management Review Status of Strategic Measures | QM, University Management | | | | | | | | |
| Strategic guidelines for the next Academic year | University Management | | | | | | | | |
| Execute gudielines ind Departments | Heads of Dep Heads of Study Pr. | | | | | | | | |
| Presentation of strategic objectives and measures | Heads of Dep | | | | | | | | |

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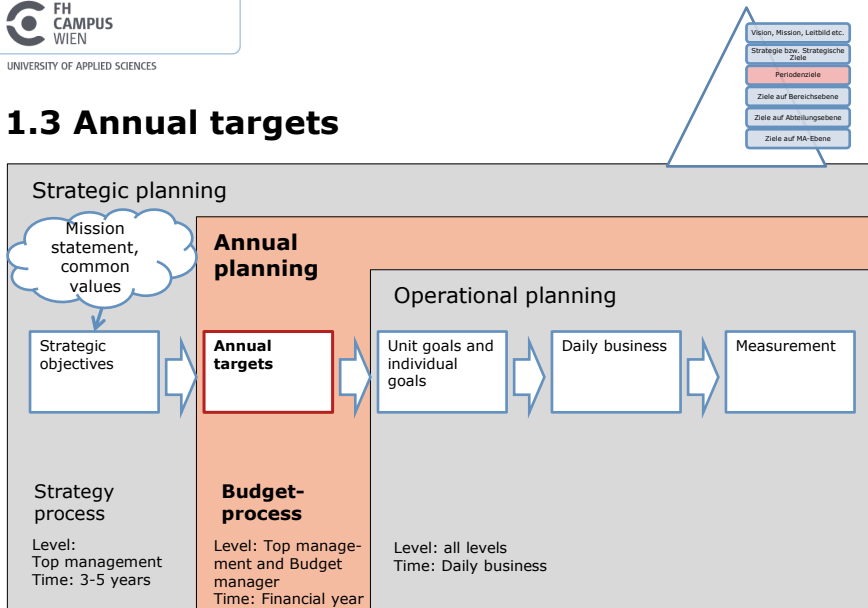
1.3 Annual targets



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1.3 Annual targets



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2. Employees in the organization

- > Definition and documentation of the organizational structure
 - Usual Documents: Organigram, job descriptions, contracts of employment
 - The organizational structure should be clearly and comprehensible for outside parties
 - The design of hierarchical structures requires carefulness, farsightedness and diplomatic skills

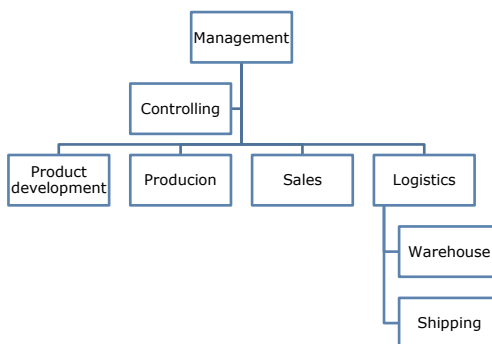
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2.1 Organigram

- > Common styles of organizations
 - Line- and staff-organization



- + Clear functional authority
- + Comprehensible
- Low flexibility
- long information paths

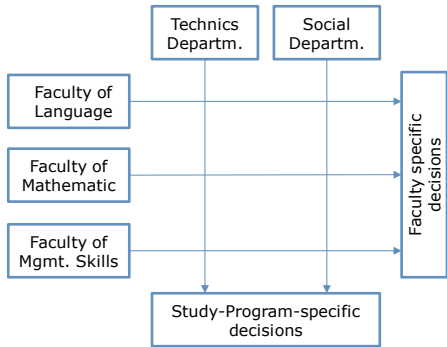
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2.1 Organigram

– Matrix organization



- + synergies through sharing of knowledge
- multiple supervisors, high need for coordination
- High complexity

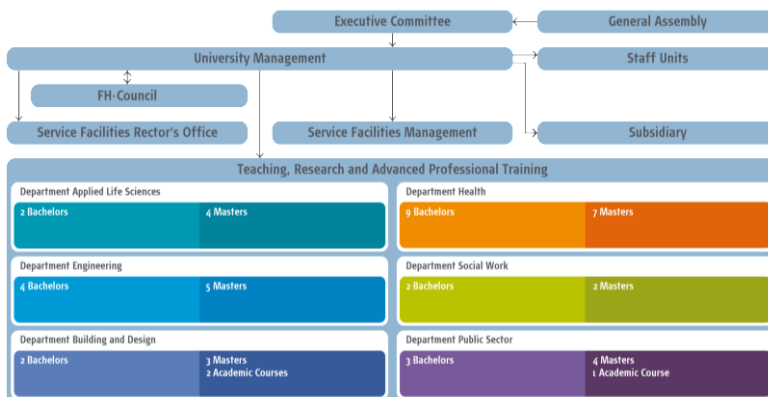
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2.1 Organigram

> Example: FH Campus Wien

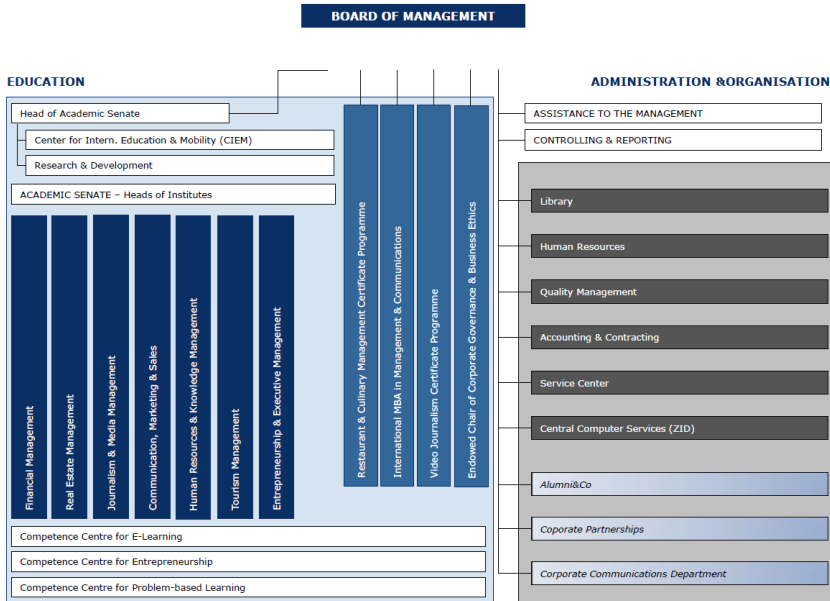


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> Poor example:



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2.1 Organigram

> Example: FH Salzburg



Das Dienst- & Organisationsrecht unter Wahrung der Freiheit der Lehre & Forschung obliegt der Geschäftsführung.

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2.2 Job description

- Usual content:
 - Personal data, enterprise data*
 - Job title*
 - Salary classification
 - Supervisor and assigned unit*
 - In case: Authorities
 - In case: Substitute arrangement
 - Short description
 - Exact description of the assignments*
 - Permissions, duties, responsibilities and competences*
 - Date of issue, next update, signatures*

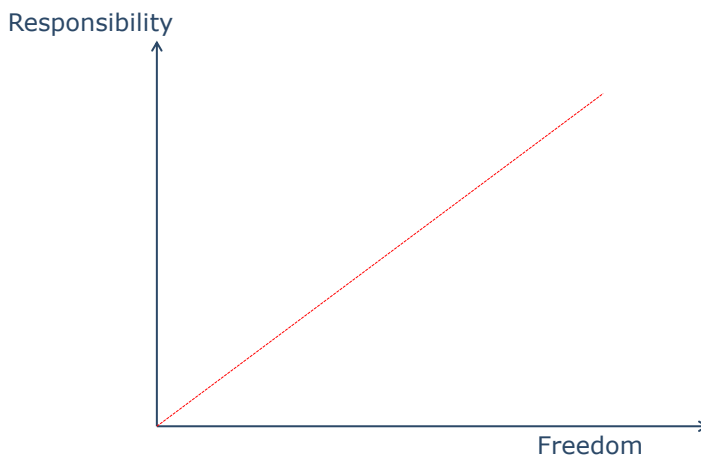
*minimum content

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2.3 Autonomy and accountability

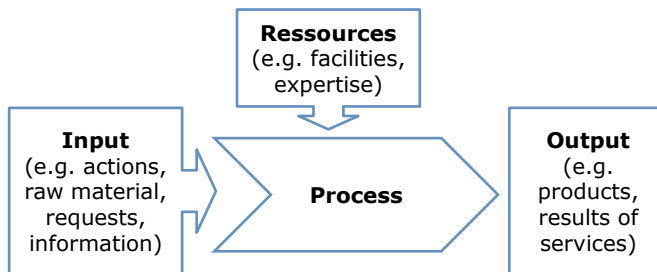


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3. Processes

> Definition according to EN ISO 9000:2005:
„set of interrelated or interacting activities which transforms inputs into outputs “

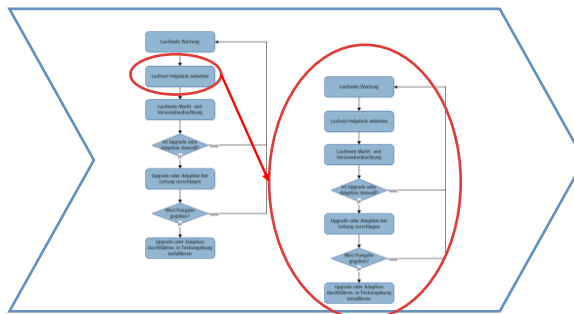


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3. Processes

- Clear set of outputs, clear targets
- Unbroken organizational interfaces
- Defined internal or external customers
- Appropriate detail level

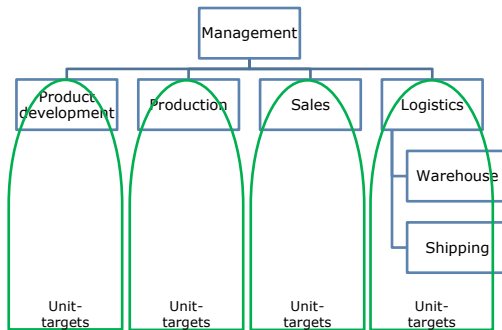


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3.1 Why processes?

> Potential drawbacks of an exclusively function-orientated organization

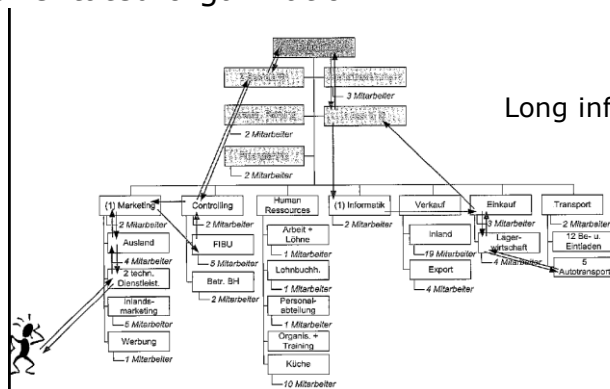


- Each unit focuses exclusively on the own targets
- Competitive pressure between units
- Poor cooperation

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3.1 Why processes?

> Potential drawbacks of an exclusively function-orientated organization

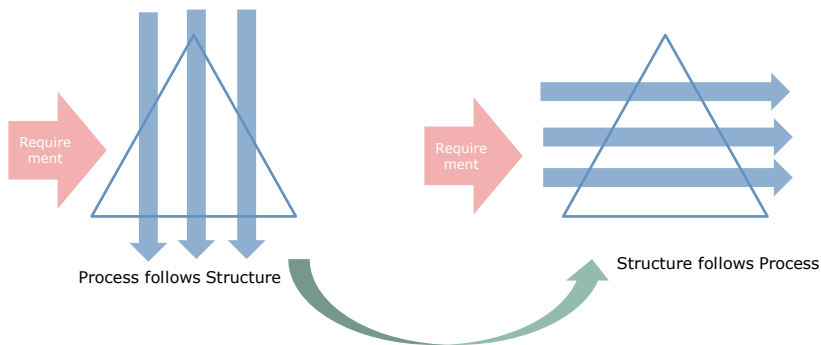


Long information paths

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3.1 Why processes?

>90°-Shift



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3.2 Roles in process management

- > Process owner
- > Process team member
- > Optional: Processmanager
- > Optional: Internal auditor

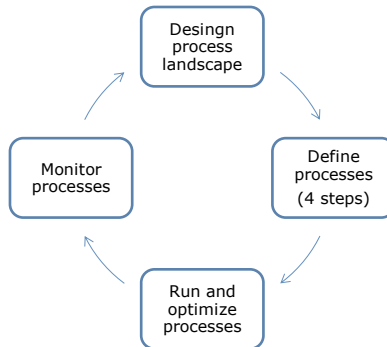
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3.3 Implementation of processes

> Good practice: 4-steps-method



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3.3.1 Design process landscape

> The process landscape is the highest level of aggregation of the organizations processes

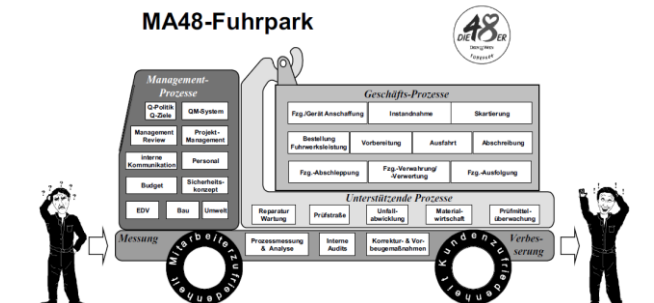
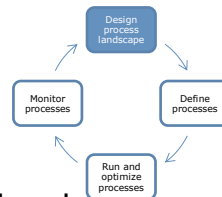


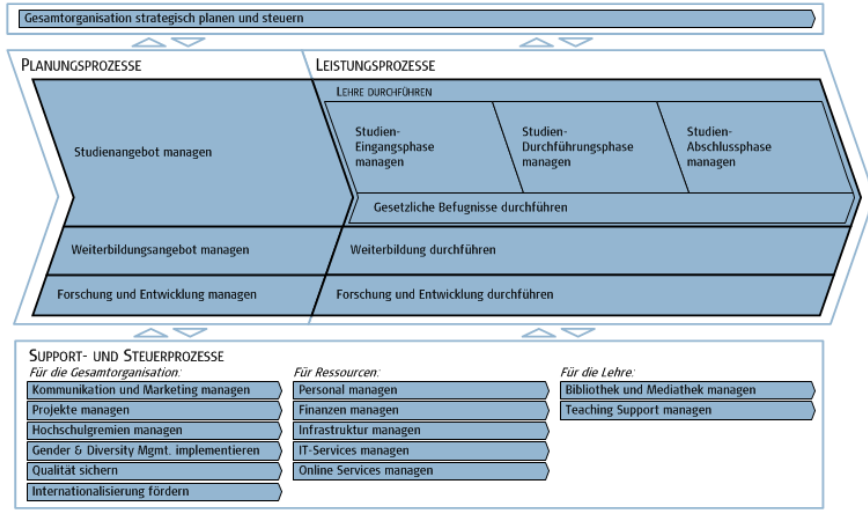
Abbildung 1-9: Prozesslandschaft – Beispiel [Quelle: Thon & Badstöber]

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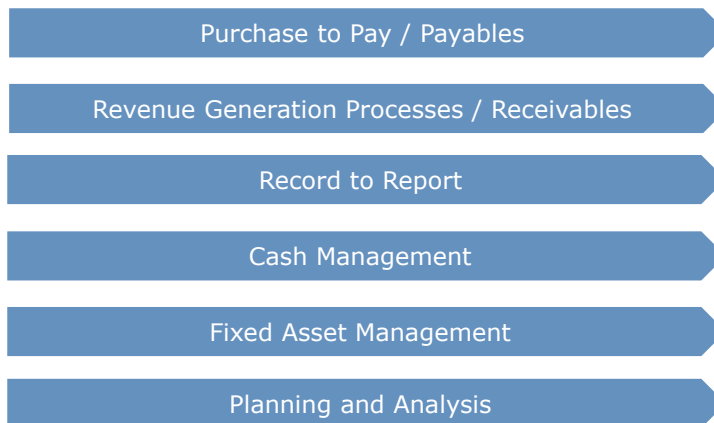
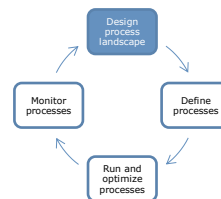
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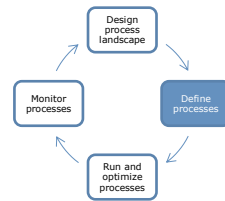
3.3.1 Design process landscape Example: FH Campus Wien



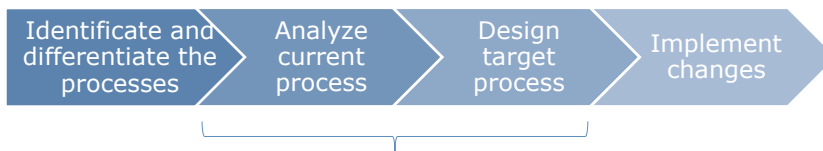
3.3.1 Design process landscape Example: Financial processes



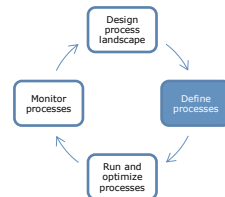
3.3.2 Define processes



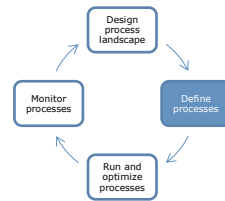
>The processes can be defined in four steps:



3.3.2 Define processes



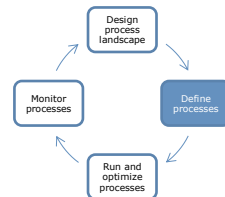
- >The process landscape is the foundation for the following steps.
- >First for each process the process owners and process teams get named and their roles defined
- >In a succession of structured meetings the four steps get accomplished in each process team



3.3.2 Define processes – step 1

> Step 1: Identificate and differentiate the processes






- Process name
- Process purpose
- Input, Output, first step, last step
- Organizational interfaces and interactions
- Necessary resources
- Success factors
- Internal and external customers/stakeholders and their expectations



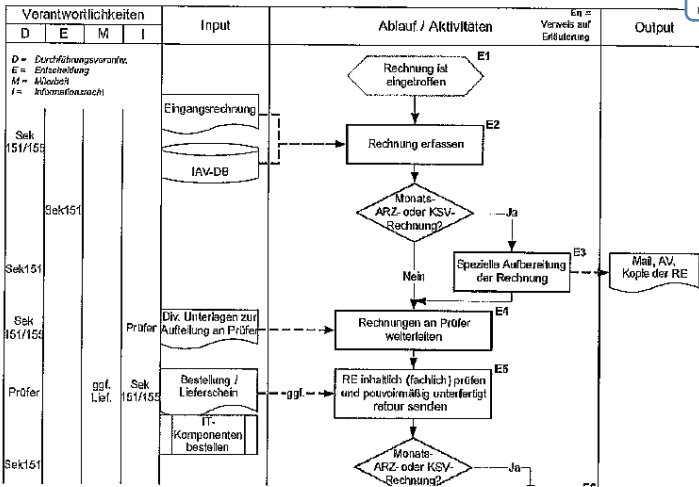
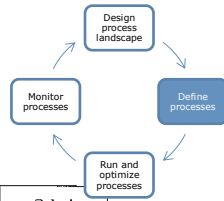
3.3.2 Define processes – step 2

> Step 2: Analyze current process

- Present your process in a flowchart
- Usual symbols:

-  Result; first step; last step
-  Process step/activity
-  Decision
-  Document
-  Data storage

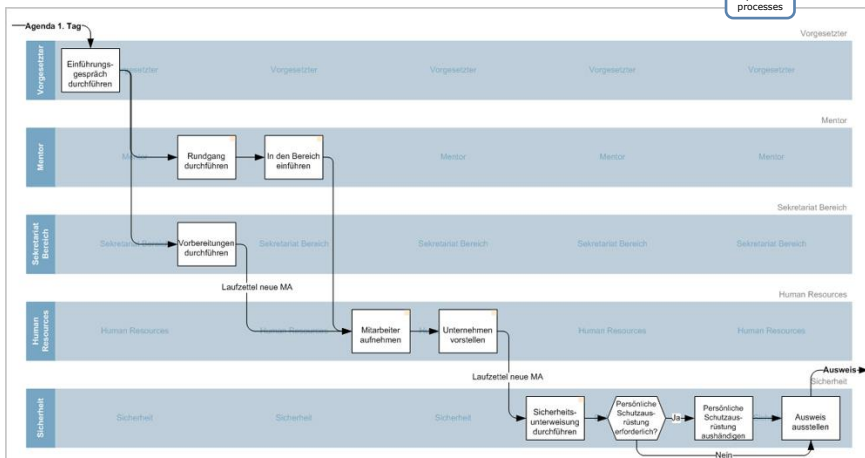
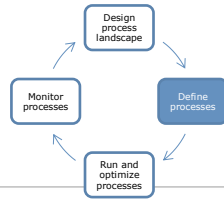
3.3.2 Define processes – step 2



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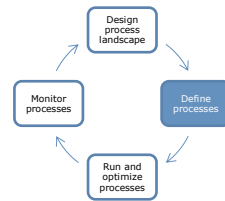
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3.3.2 Define processes – step 2



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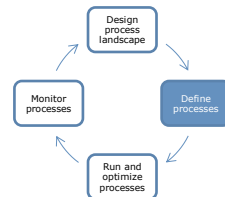


3.3.2 Define processes – step 3

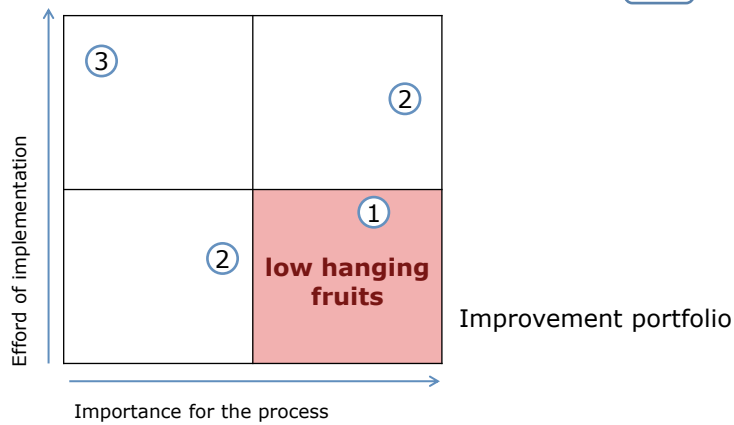
> Step 3: Design target process

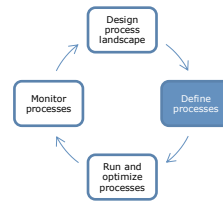
– Tools for process improvement:

- Identify moments of truth
- Socratic method (cautious use!)
- W-questions (who, what, how, when, where)
- Interface analysis (who hands what how to whom; responsibilities; consequences and risks)
- Improvement portfolio



3.3.2 Define processes – step 3

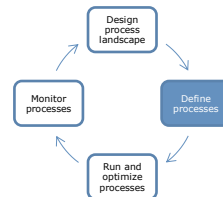




3.3.2 Define processes – step 3

> Schritt 3: Design target process

- Define process targets; align with strategic objectives
- Define performance indicators, target values and method of measurement
- Define reporting
- Complete and round off process description (final wording, format, flowchart graphics etc.)
- Create additional necessary documents (e.g. budgeting template etc.)
- Initiate approval by top management



3.3.2 Define processes – step 3

- Define performance indicators:
 - 5 principles of a good indicator
 - The indicator is necessary („who would care, if the indicator didn't exist?“)
 - It is plausible (understandable for the employees)
 - It has adequate accuracy
 - It is known in time
 - It is economical accessible

– Example:

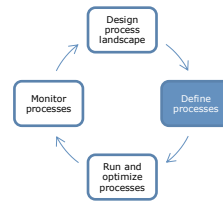
| Nr. | Process target | Indicator | Target value | Method of measurement | Measuring rate | Responsibility |
|-----|-----------------------------|-------------------------------|--------------|---|----------------|----------------|
| 1 | Debt defaults are minimized | Debt defaults in % of revenue | <3% | Automatic report in accounting software | Quarterly | CFO |



3.3.2 Define processes – step 4

> Step 4: Implement changes

- Purchase equipment, hardware, software
- Train the employees
- Communicate and start new process



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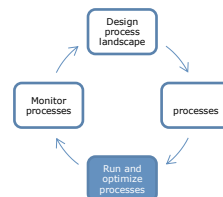


3.3.3 Run and optimize processes

> Run new process

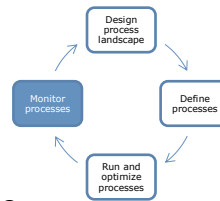
> Pay special attention in the first months until the changes „refreezed“

> „Quick“ feedback loop: Process owner observes the process performance, and reacts immediately if there is a divergence



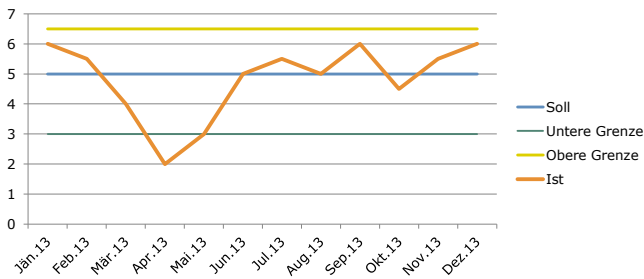
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3.3.4 Monitor processes

- > „Slow“ feedback loop: Reporting of the process performance over a longer period
- > Display of the indicators as trend and
- > Deduce measures for improvement



Erstellt von: Georg Hochfellner




FH CAMPUS WIEN
UNIVERSITY OF APPLIED SCIENCES

Financial management practices at the FH Campus Wien

Horst Rode
CFO FH Campus Wien

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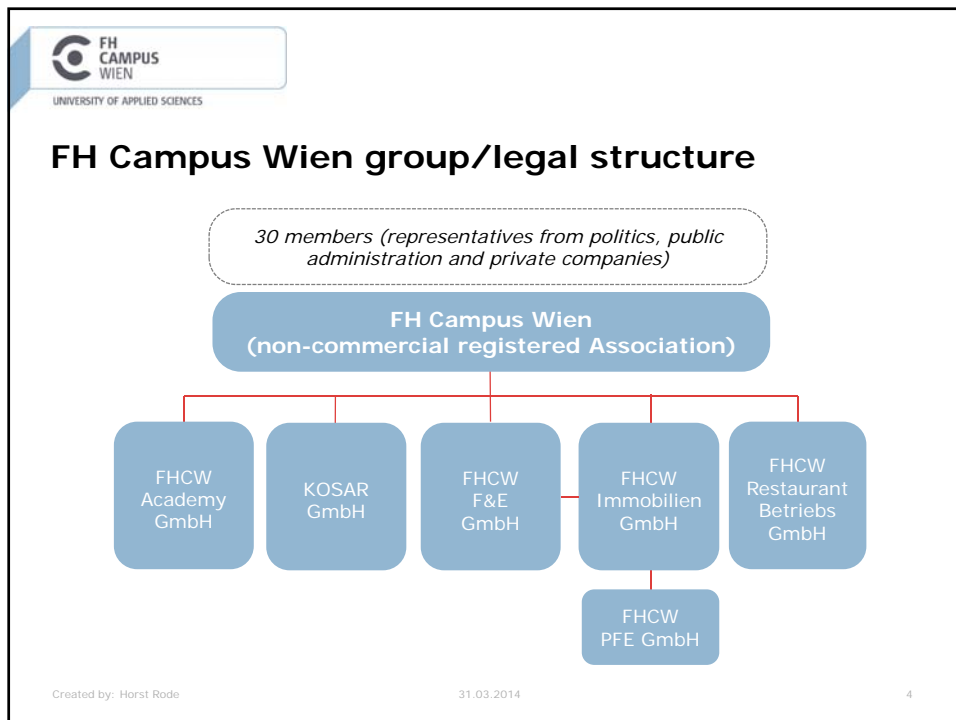
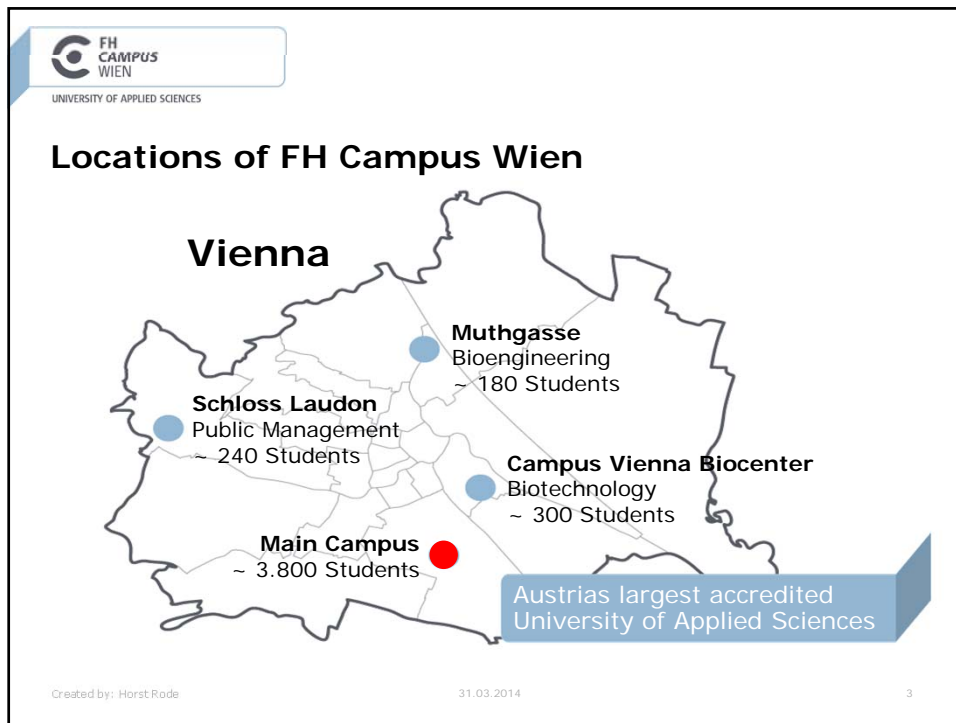


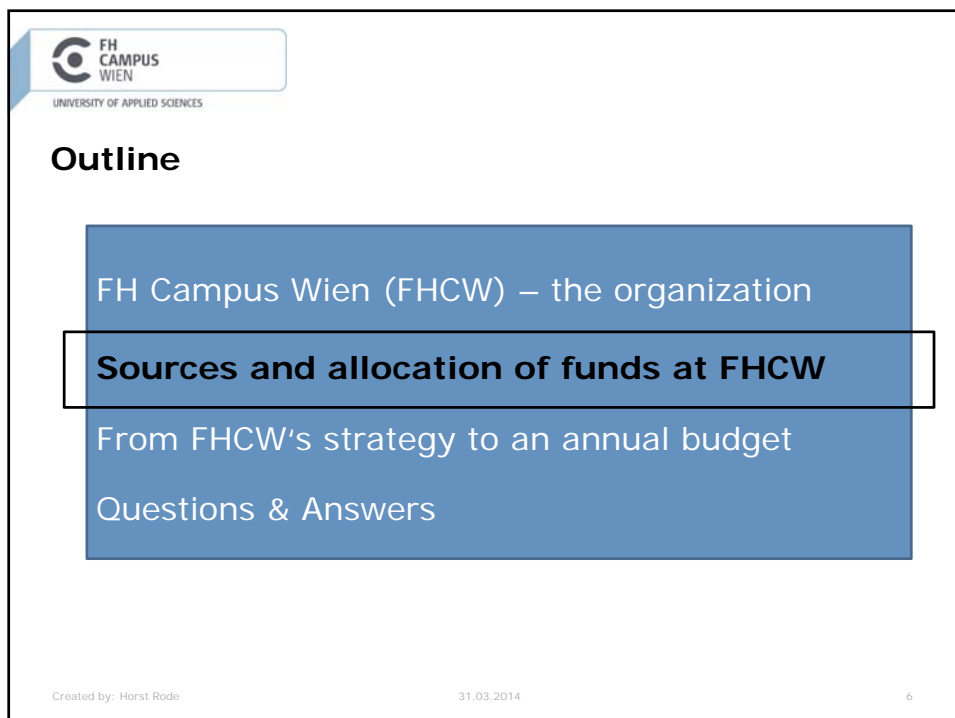
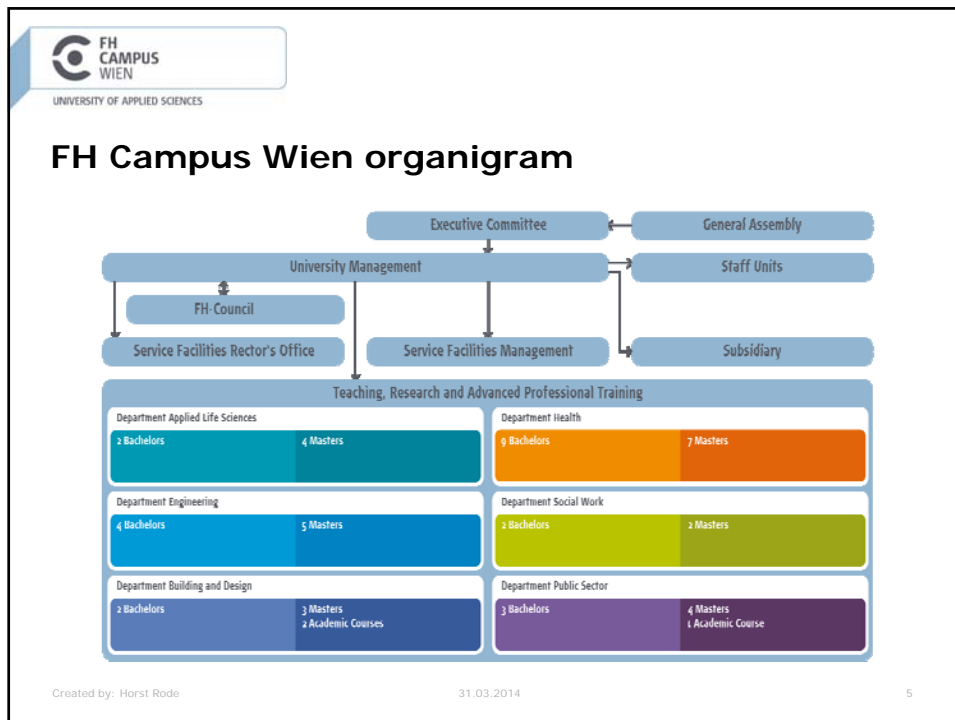
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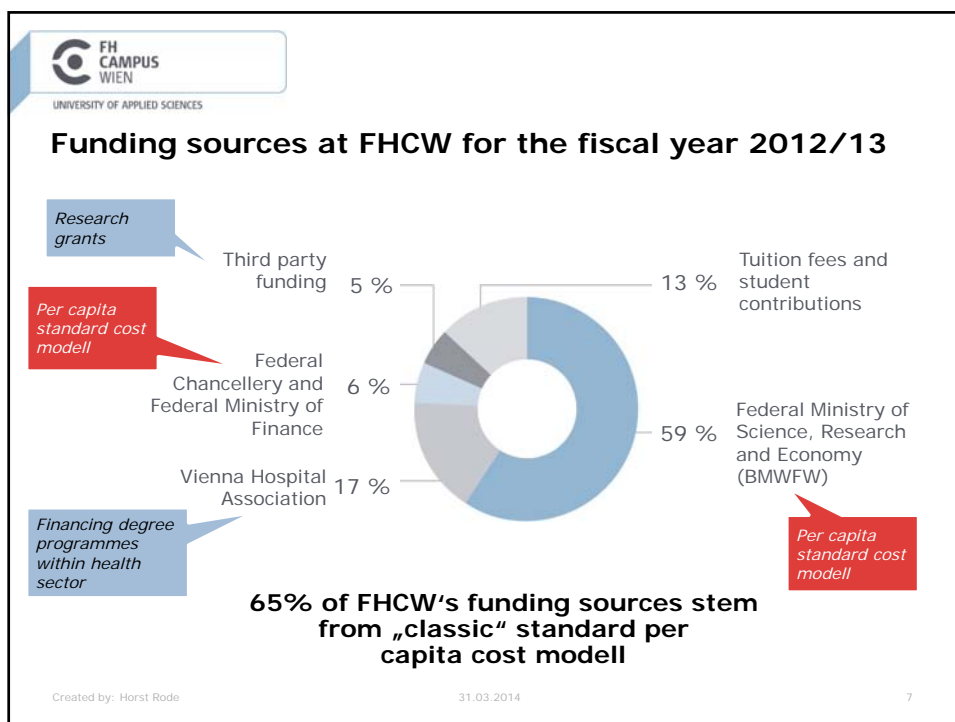
Outline

- FH Campus Wien (FHCW) – the organization**
- Sources and allocation of funds at FHCW
- From FHCW's strategy to an annual budget
- Questions & Answers

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Allocation of funds to cost categories

| Cost category | Share of total costs in % |
|---|---------------------------|
| Personnel Costs Degree Programmes | 57% |
| Lecturers | 20% |
| Part-time Lecturers | 17% |
| Degree Programme Administration | 14% |
| Researcher & Development Personnel | 3% |
| Other Personnel | 3% |
| Service Facilities („Overhead“) | 19% |
| Personnel Costs | 14% |
| Cost of Materials | 5% |
| Occupancy Costs (Offices, Lecture Rooms, etc.) | 17% |
| All other costs | 7% |
| TOTAL | 100% |

N.B. Overall cost volume 2012/13: 36 mio. €

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Outline

- FH Campus Wien (FHCW) – the organization
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- Questions & Answers

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UNIVERSITY OF APPLIED SCIENCES

Financial management @ FHCW Staff, IT-infrastructure ect.

Staff (FTE ... Full Time Equivalent):

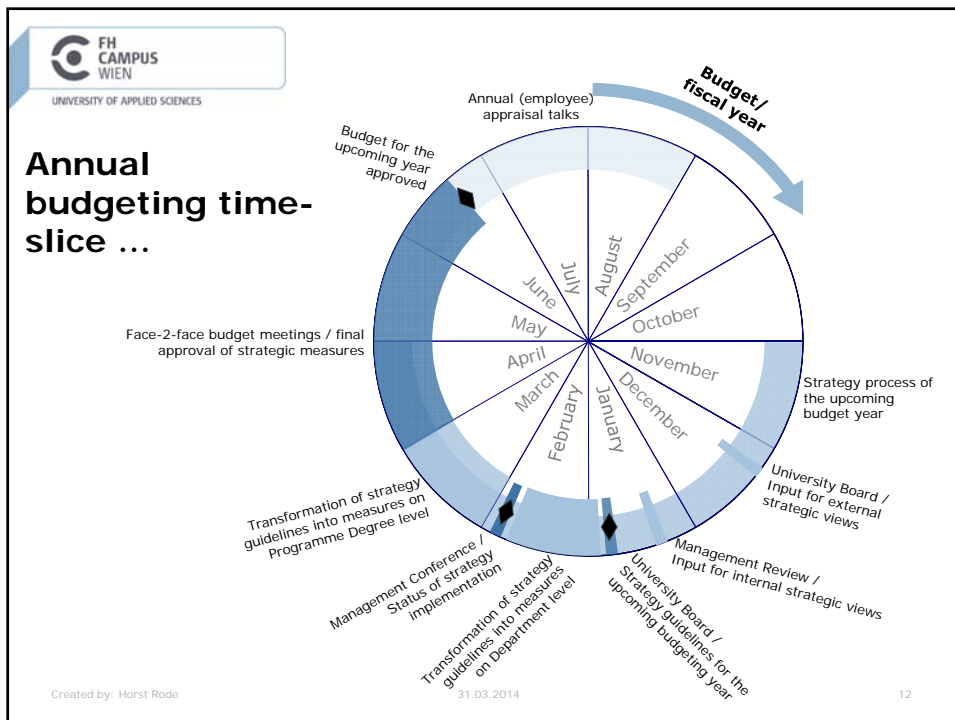
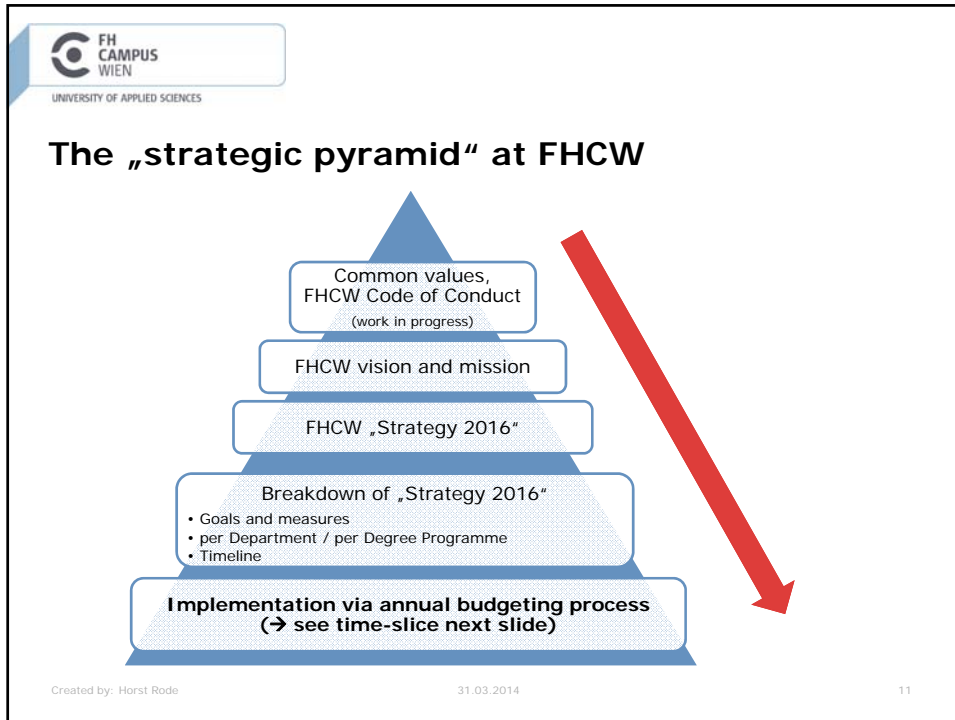
| | |
|--|---------|
| Accounting & Controlling: | 6,4 FTE |
| Strategic Controlling: | 0,5 FTE |
| Project Controlling incl. 3rd party funding: | 0,5 FTE |

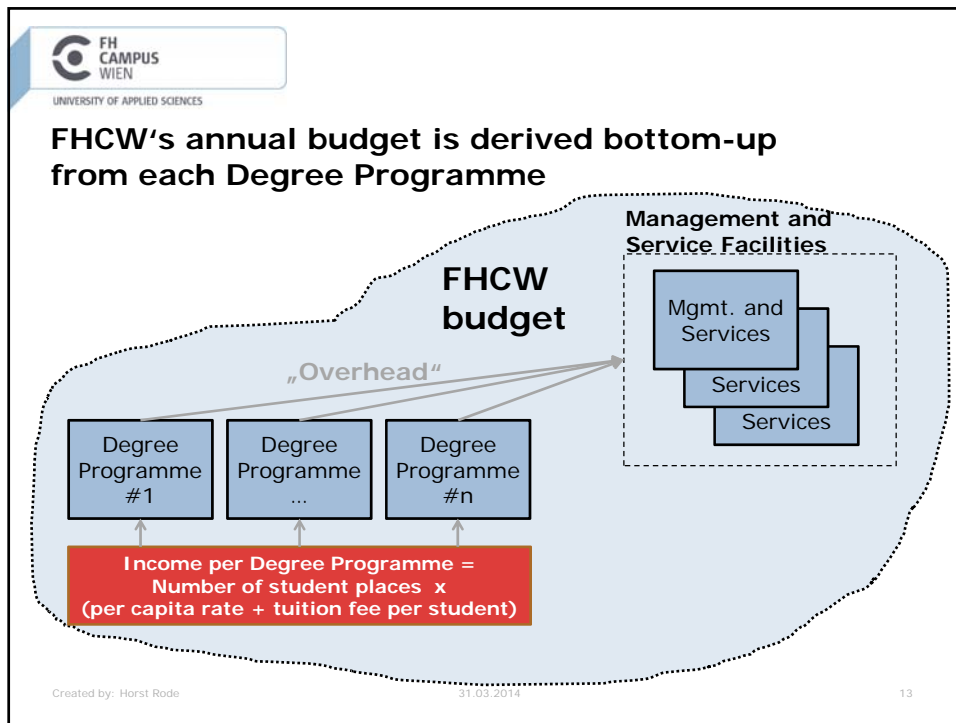
IT-infrastructure:

- > ERP*-system for Accounting, Cost Accounting, Salary Accounting (supplier: BMD, an Austrian-based supplier for standard software)
- > Server-based and web-based IT-tool for budgeting and reporting (supplier: PREVERO, Germany)

* Enterprise Resource Planning - business management software, usually a suite of integrated applications

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Quarterly reporting per Degree Programme

EXAMPLE report: Bachelor Degree Programme „Molecular Biotechnology“

Geschäftsbereich: 2004 Molekulare Biotechnologie - Bachelor (0543)

| | Lfd.Jahr | % | Plan (M:1000) | % | Abweichung | Abw% |
|---|--------------------|-------------|--------------------|-------------|-------------------|---------------|
| 1. Einnahmen und Beiträge | | | | | | |
| a. Studienplatzförderung | 1.302.159,96 | 0,00 | 1.238.040,00 | 0,00 | 63.519,96 | 5,13 |
| b. Beiträge von anderen öffentlichen Stellen | 428.572,25 | 0,00 | 377.775,00 | 0,00 | 50.797,25 | 13,45 |
| c. Beiträge von anderen Stellen | 52.200,08 | 0,00 | 520,00 | 0,00 | 51.751,08 | 9856,20 |
| 2. W | | | | | | |
| e. Personal Zentrale | -22.068,78 | 0,00 | 0,00 | 0,00 | -22.068,78 | -100,00 |
| a. f. Fallweise Beschäftigte | 0,00 | 0,00 | -11.113,00 | 0,00 | 11.113,00 | 100,00 |
| b. A g. Änderungen Personalkosten | 0,00 | 0,00 | -9.599,00 | 0,00 | 9.599,00 | 100,00 |
| c. W L h. Sonstiger Personalaufwand | -20.038,16 | 0,00 | -7.649,00 | 0,00 | -12.389,16 | -161,97 |
| 3. Personalaufwand | -406.851,39 | 0,00 | -807.517,00 | 0,00 | 400.665,41 | 49,62 |
| 4. Abschreibungen | | | | | | |
| a. Abschreibungen auf Anlagevermögen | -120.245,21 | 0,00 | -113.844,00 | 0,00 | -6.401,21 | -5,62 |
| b. Geringwertige Wirtschaftsgüter | -2.632,48 | 0,00 | -2.238,00 | 0,00 | -394,48 | -17,63 |
| 5. Raumkosten, Mieten, Energiekosten, Betriebskosten | -122.877,69 | 0,00 | -116.082,00 | 0,00 | -6.795,69 | -5,85 |
| a. Gebäude | -414.361,58 | 0,00 | -359.015,00 | 0,00 | -55.346,58 | -15,42 |
| b. Instandhaltung und Sanierung | -4.075,52 | 0,00 | -4.475,00 | 0,00 | 399,48 | 8,93 |
| | -418.437,10 | 0,00 | -363.490,00 | 0,00 | -54.947,10 | -15,12 |

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Our mission: Shaping the future through education

Key words:

- *according to international standards*
- *entrepreneurially managed university*
- *institutional independence*
- *through strategic partnerships*
- *focus is on applied research and development*
- *integration into national and international networks*

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Outline

- FH Campus Wien (FHCW) – the organization
- Sources and allocation of funds at FHCW
- From FHCW's strategy to an annual budget
- Questions & Answers**


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Our vision: FH Campus Wien as lifelong education partner

We consistently implement contemporary European concepts in both educational policy and higher education didactics, with the aim of becoming one of Europe's leading "lifelong learning" universities in the medium to long term.

*For this purpose we employ **student-centered teaching and learning**, while also expanding our programme portfolio, in order to enable a growing number of students and graduates to have **high-quality education and training for their entire career.***

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THE INTERNAL CONTROL UNIVERSITY OF ALICANTE

FH-Campus Wien – 8th – 10th September 2014



VIRGINIA FERRER
University of Alicante
8th September 2014



CONTENT

- I. Internal Control at Spanish Public Universities
 - Legal Framework

- II. The Budget Control at UA
 - Main Functions

- III. Some Conclusions and Lessons Learned



WHY INTERNAL CONTROL?

- A set of control and monitoring activities are necessary in any type of organisation, whether they are public or private, as it optimizes the management of resources and allows to implement an effective decision making process. This is crucial when it comes to the public sector.
- During the last years the public sector has lost credibility on how they manage the resources.
- It is essential to implement good control measures that are based on principles of economy, efficiency and effectiveness.



I . INTERNAL CONTROL AT SPANISH PUBLIC UNIVERSITIES



SOME FACTS AND DATA

- A Public University in Spain is an entity that falls under the scope of public administrations.
- A first level analysis revealed that each public university manages the economic resources differently.

What is causing this?

Why this behaviour can be only seen in universities and not in other public administrations?



LEGAL FRAMEWORK

Spanish Legal Framework for Public Universities:

At a NATIONAL level:

Spanish Constitution, 1978
Organic Law 6/2001, December
Organic Law 4/2007, April

At a REGIONAL Level

Social Councils Laws



LEGAL FRAMEWORK

Based in our legal framework, to address an internal audit process should not be a complex process.

However, if we analyze the legal framework, and we discuss the rules that have been set up on this legal basis, we can conclude that it is very difficult to establish a common audit process for all public universities.

What are the causes that hinders the development of a standardized audit process?



DIFFICULTIES TO DESIGN A STANDARDIZED AUDIT PROCESS

1) THE UNIVERSITY AUTONOMY (Spanish Constitution 27.10): freedom for research, teaching and learning.

Limitations to the autonomy of universities:

- To coordinate the national university system through legal bodies established by the Spanish Constitution
- The university delivers a public service
- Exclusive competences of the State / Autonomous Communities

Although common legislation is applied to all public universities, each university has autonomy on implementing different developments. Therefore, it is very difficult to align all public universities under the same pattern.



More difficulties ...

2) CAPACITY FOR SELF-REGULATION

• Following the "university autonomy" **each university can develop their own rules for all aspects of management** (if they are not in contradiction with superior rules)

• **Statutes** – that legally defines its operation

- ✧ Collect the regulation of the economic and financial system
- ✧ Control systems of expenditure and revenue - several possibilities:
 - Previous audit
 - The Autonomous Community provisions
 - Controls through internal audits
 - External audit by private companies



PRINCIPLES OF INTERNAL CONTROL IN SPANISH PUBLIC UNIVERSITY

Internal control of universities has evolved from a previous test conducted by Ministry of Finance, to a control in which preventive actions coexist with subsequent control.

Thus, it is clear that the internal control should be oriented in two directions:

- Enhance permanent financial control and public audit as essential tools for improving the functioning of public services
- Promote a culture of internal control as a basic element for the quality and excellence



PRINCIPLES OF INTERNAL CONTROL IN SPANISH PUBLIC UNIVERSITY

If you look at the rules for economic and financial control that are established by the university statutes, you will see that there is indeed a trend towards retrospective control linked to the need of promoting an internal culture towards economic and financial control.

The importance of internal control is not only justified by legal or statutory principles, but also by the willingness of universities to show **transparency in all its actions to society**.



II. The Budget Control Office at the University of Alicante



ESTABLISHMENT OF UA OFFICE

- It was set up on January 1st, 2011.
- Staff Members: 2
- Rules approved by the Governing Council
- The regulatory framework for the internal control function at the University of Alicante is determined by LOU - Article 82 that states:

"All Autonomous Communities establishes rules and procedures for the development and implementation of the budget at the university, and also develops appropriate audit technics to control income, expenses and investments, all this under the supervision of the Social Councils."



ESTABLISHMENT OF UA OFFICE

- Meanwhile, the Statute of the UA states that:
 - ✧ The University will ensure internal control of the income and expenses by creating a Budget Control Office
 - ✧ This office will be an administrative unit that will function preferably with audit techniques, and will be controlled by the Rector, who will report to the Social Council every year



FUNCTIONS

- The Budget Control Office of the University of Alicante **designs and develops an annual Action Plan** with the purpose of establishing a framework for internal control of the economic and financial management at the University of Alicante.
- The main objective is to ensure that the performance is in line with the legal system and follows the principles of sound financial management.
- This internal control is done through financial monitoring and also by post audits.



FUNCTIONS

1. Intervening Function or legality

- Has an internal and preventive perspective and pursues to ensure the fulfilment of budgetary discipline and a good management of the income, expenses and use of public funds.
- The Rector is empowered to regulate the formal and material aspects of the expenditure process
- In case the internal control body reports discrepancies on a revised record, they shall wait until the Rector resolves this discrepancy.



FUNCTIONS

1. Intervening Function or legality

- Subject to do pre-audits:
 - ✧ Works contracts, supply contracts, service contracts, other contracts
- The audit function is exercised in its two modalities:
 - ✧ Formal Intervention: verifying compliance with the legal requirements for the adoption of the agreement by examining the mandatory documentation
 - ✧ Intervention materials: determining the effective use of the funds



FUNCTIONS

2. Financial Control or a posteriori.

- To verify to what extent a specific economic and financial management has been made following the principles of sound financial management,
- To use technical audits or other control techniques.
- To verify the compliance of all legal aspects attached to the specific and financial management



FUNCTIONS

2. Post Financial Control.

- After:
 - ✧ To check the reliability of financial reporting
 - ✧ To evaluate the effectiveness and efficiency in achieving the objectives
- It is done with statistical sampling on the following types of expenditure:
 - ✧ Administrative contracts (works, services, supplies and administrative special)
 - ✧ Expenditures processed through the Central Bank Account
 - ✧ Expenditure records processed over 3 000 EUR



OTHER ACTIONS OF THE BUDGET CONTROL OFFICE

- Control of external funds received from public funds (works, supplies, services)
- Physical inspection of the materials/equipment acquired through each [Cost Center](#)
- Checking scientific equipment and the rest of the ERDF funded inventory material
- Development of a Guide Preview Control
- Annual report of the Office activities



OTHER ACTIONS OF THE BUDGET CONTROL OFFICE

The Annual Report must include:

- External Audit Reports (Generalitat Valenciana, Ministries', European Commission European...)
- Recommendations made by external auditors
- Internal Audit Reports



III. CONCLUSIONS AND LESSONS LEARNED



CONCLUSIONS AND LESSONS LEARNED

The internal control in public universities must rely on financial control (prospective and retrospectively) and on a cultural change of the university staff on internal control

To put in place high quality management and good mechanisms that will allow to:

- To strength public financial auditing and continuous control.
- To enhance the role of economic and financial advice of the internal control bodies.



CONCLUSIONS AND LESSONS LEARNED

- Ensure the maintenance of specialized training through continuous education that fosters the exchange of experience with audit committees and internal control offices of other institutions.
- To improve the control culture.
- To increase and improve human resources as well as material resources for a good internal control.
- To regulate the functions, procedures and consequences of the internal control office activities



CONCLUSIONS AND LESSONS LEARNED

- Support the implementation of audits in the European Higher Education Area.
- Adoption of annual work plans.
- Ensure the credibility of the internal control bodies, by tracking the recommendations and ensuring accountability (especially when facing bad practices)
- To create Audit Committees as a mechanism to ensure an effective internal control.



CONCLUSIONS AND LESSONS LEARNED

- The need of an ethical infrastructure: set of tools, systems, conditions for exercising control over the ethical performance of all university members.
- Analytical accountability: is a basic tool for any decision making process at the university (university management & knowledge of accurate costs)
- Implement good tools that will allow to calculate the different costs: this will allow the implementation of indicators that measures the university management and the strategic control of the university management.



CONCLUSIONS AND LESSONS LEARNED

- Finally, we should highlight the key points to keep an office of internal control to be effective and operational:
 - ✧ Absolute independence
 - ✧ Stability
 - ✧ Adequate means and tools
 - ✧ Continuous training
 - ✧ Institutional Support



Thank you!
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UNIVERSITÄT DES SAARLANDES

Tempus FAITH

Internal resource allocation at Saarland University Principles and processes

Jörg Hormann, Assistant of the Vice-president for planning and strategy

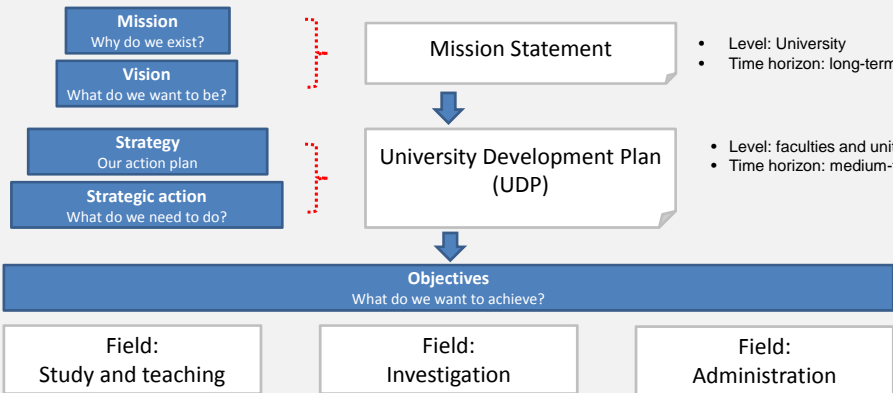
FAITH Workshop Pristina, March 5th, 2015



15/10/2015

Strategic planning

Tempus FAITH



Mission
Why do we exist?

Vision
What do we want to be?

Strategy
Our action plan

Strategic action
What do we need to do?

Mission Statement

- Level: University
- Time horizon: long-term

University Development Plan (UDP)

- Level: faculties and units
- Time horizon: medium-term

Objectives
What do we want to achieve?

Field: Study and teaching

Field: Investigation

Field: Administration

15/10/2015 FAITH Workshop, Pristina, March 2015 Page 2

Appointment of professors (chairs)

Appointment negotiations:

- Staff
 - Scientific staff
 - Administrative staff, technicians
- Tangible means (annual)
 - Consumables (e.g. books, equipment)
 - Services
 - External lecturers
- Investment funds (once only)
- Rooms (offices, laboratories)

Negotiations will occur

- In the process of appointing new professors
- When existing professors get offers from other Universities
(➔ formulation of counteroffers)

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Page 3

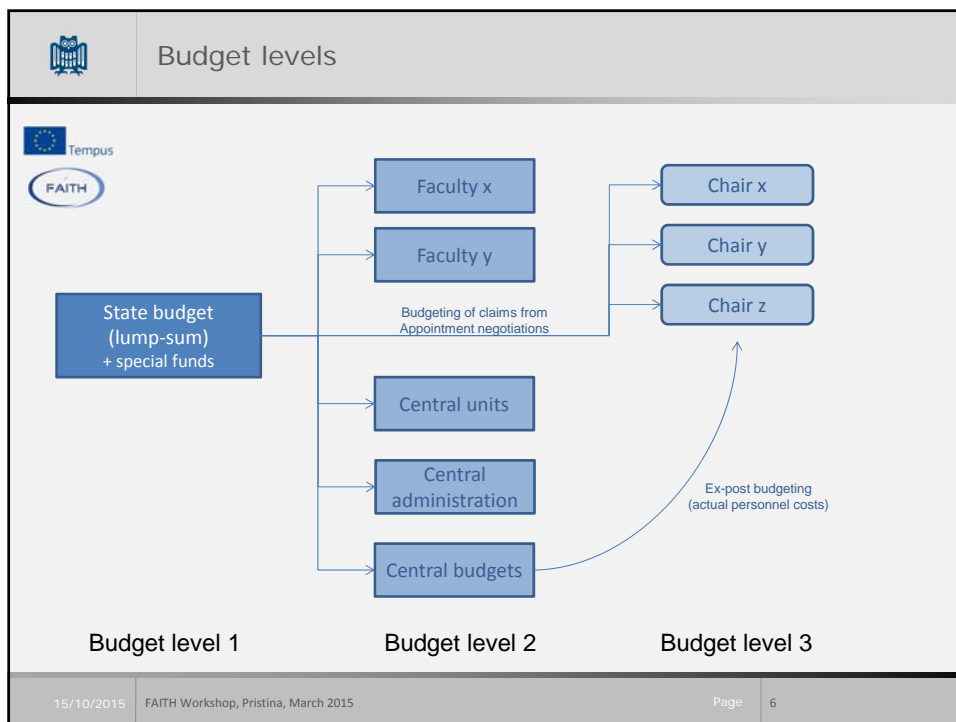
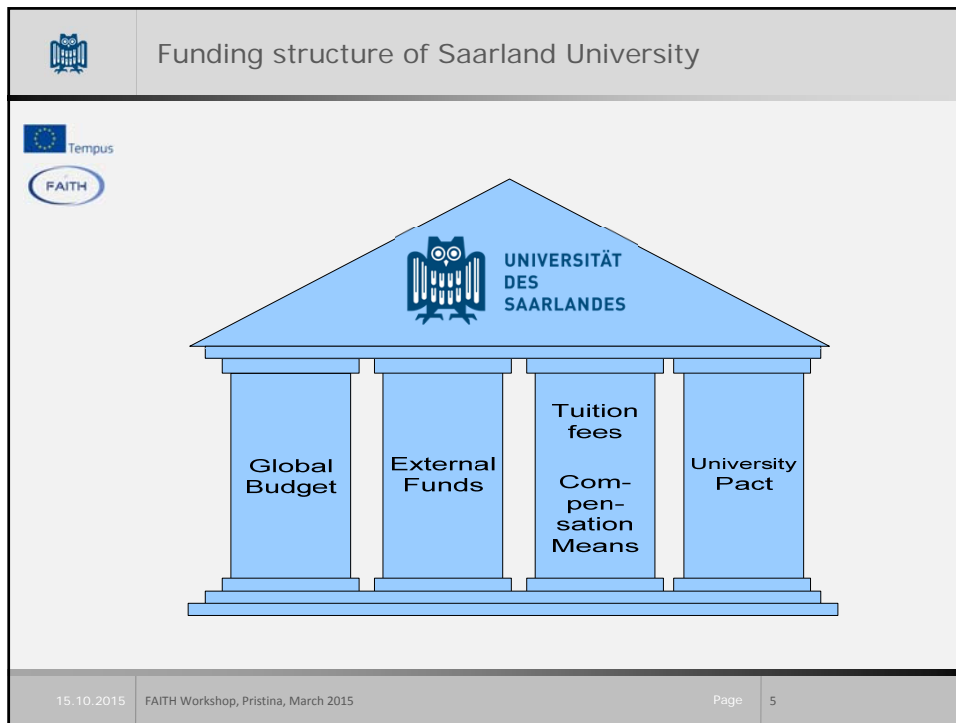
Appointment of professors (chairs)

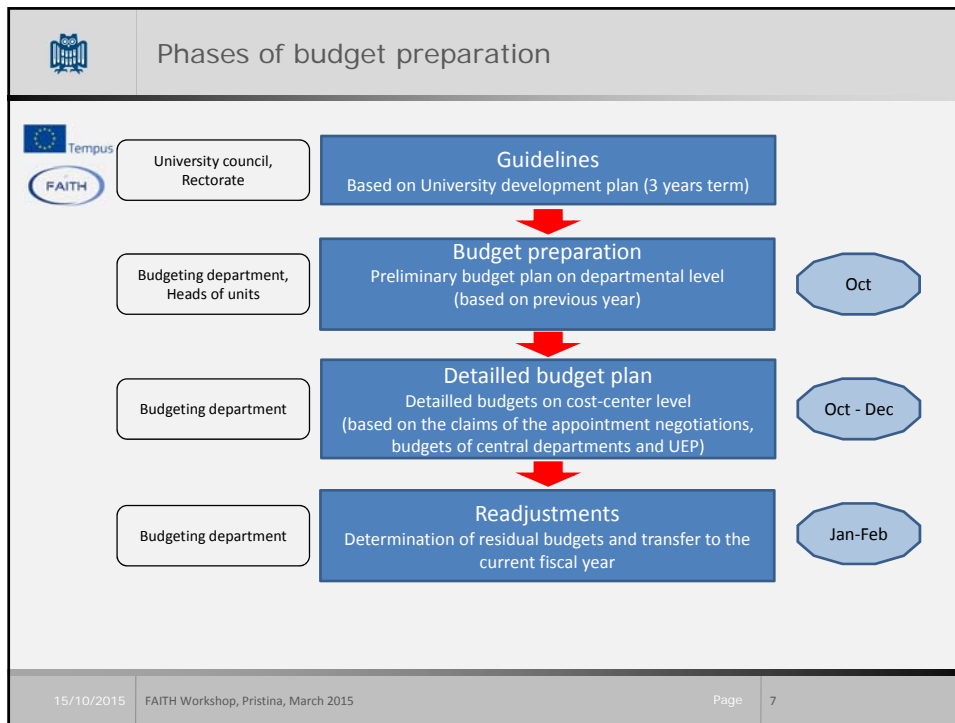
Standard configurations of chairs:

| Chair | Scientists | Admin. Staff | Tangible Means |
|--------------------------|------------|--------------|----------------|
| W1 – Assistant professor | - | - | - |
| W2 – regular professor | 0,5 | - | 2.500 € |
| W3 – regular professor | 1 | 0,5 | 5.000 € |

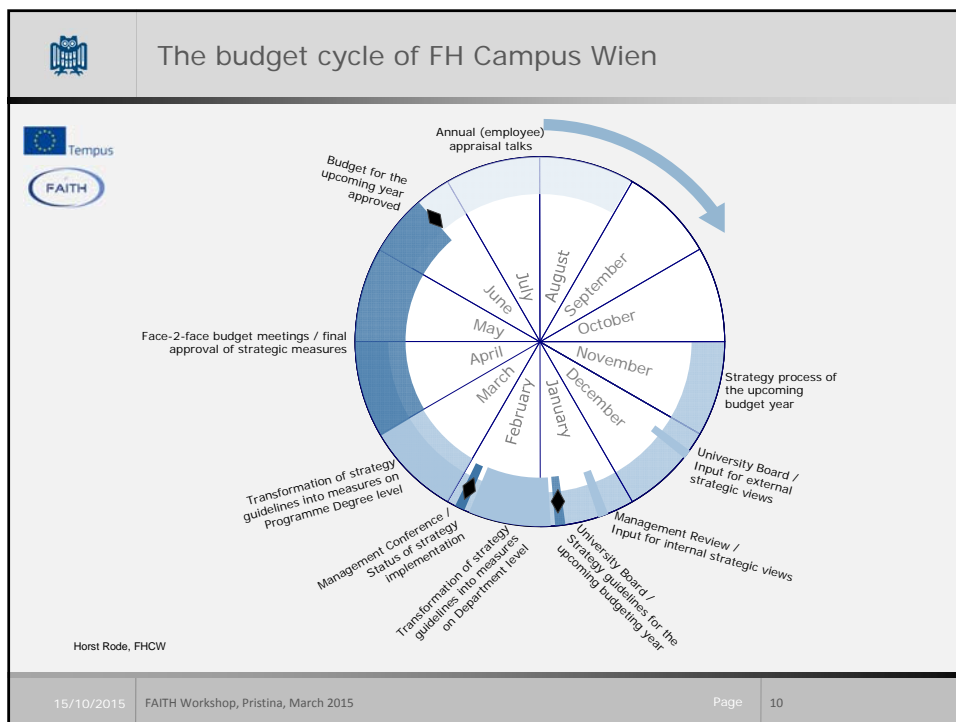
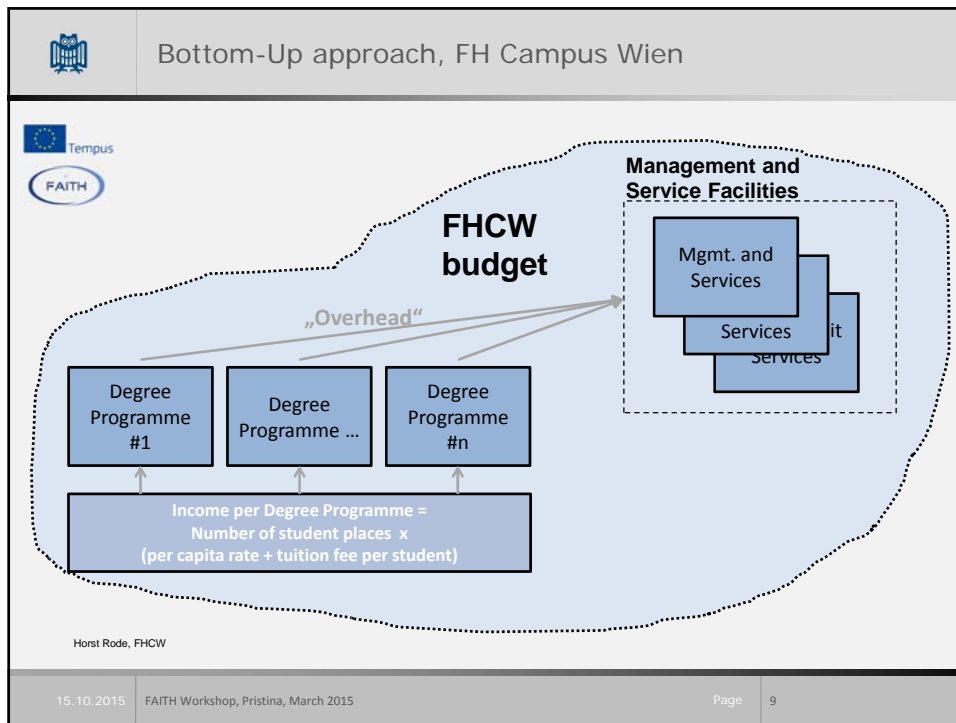
- The real configuration of each chair is the result of the appointment negotiations!
- These configurations are the basis for the determination of the budgets
- Budgets are normally based on actual expenditures (exception: vacant positions ➔ average costs)

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Page 4





- ### Additional budgets
-
- Performance-related budgets
 - Indicator based (e.g. first-year students, graduates, publications,...)
 - Allocated annually
 - Additional research support (innovation budgets)
 - Budget for occupancy costs (energy, heating, water,...)
 - IT-budget
 - Central services and maintenance
- 15/10/2015 FAITH Workshop, Pristina, March 2015 Page 8



Process flowcharts

Tempus
FAITH

Icon legend:

| | | | |
|--|---------------------------------------|--|---------------------------------|
| | First/Last step of the process | | Organizational interface |
| | Process step | | Deadline |
| | Decision | | Meeting required |
| | | | Approval required |

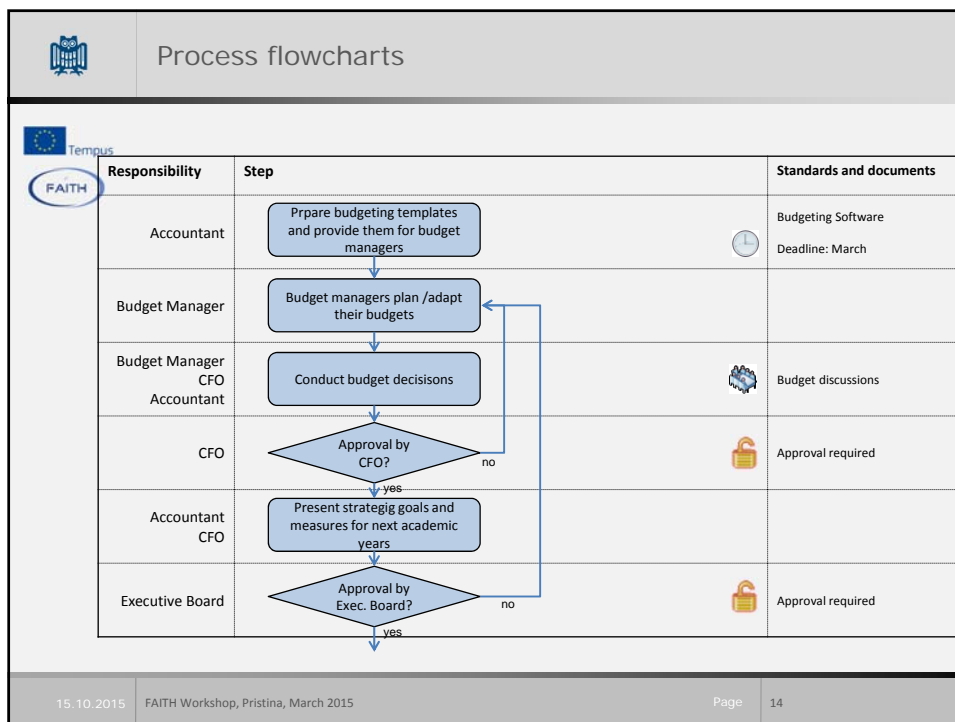
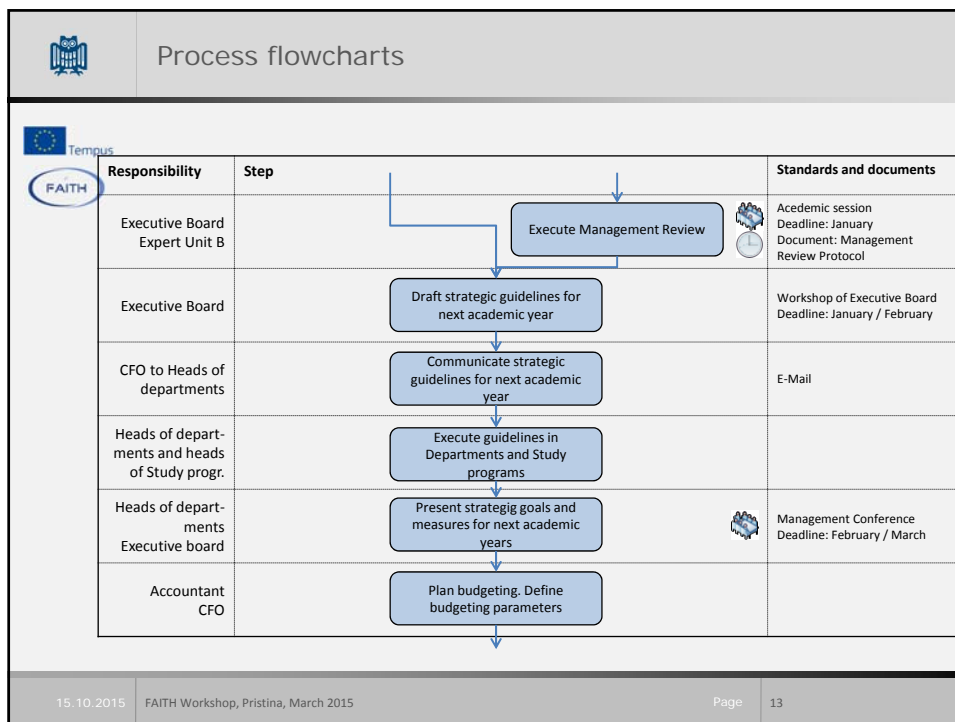
15.10.2015 FAITH Workshop, Pristina, March 2015 Page 11

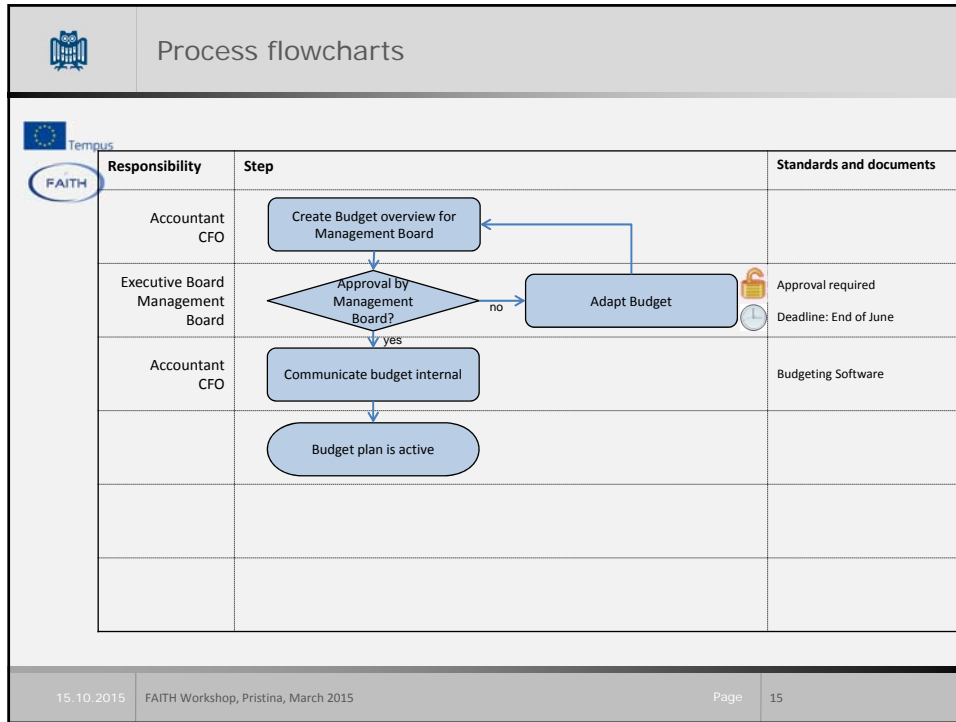
Process flowcharts

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| Responsibility | Step | Standards and documents |
|---|--|--|
| Expert Unit A | Academic year begins | |
| Expert Unit B | Create external analysis (e.g. environment measurements) | |
| Expert Unit A Executive Board | Create internal analysis (e.g. reporting of key performance indicators) | Document: Management report |
| Chief financial officer (CFO) | Present external analysis | Academic session Deadline: December |
| CFO Executive Board Expert Unit B | Prepare planning and budgeting | Meeting of Executive Board Deadline: December |
| Executive Board Expert Unit B | Analyse status of actual strategic measures Prepare Management Review | Meeting of Executive Board Deadline: January, 1 week before Management Review |

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Financial Management at Saarland University

Saarbrücken, Juli 2014

Budget management and planning process





UNIVERSITY AUTONOMY since 2004

- The introduction of the global budget was accompanied by the conclusion of a target and performance agreement and the reorganization of the financial management.
- As part of the public collective bargaining agreement governs the university, all questions of personnel administration and payroll itself.
- The Saarland University issue their own regulations with statutes and rules.

Oktober 15

Seite 2



Ákos Barna

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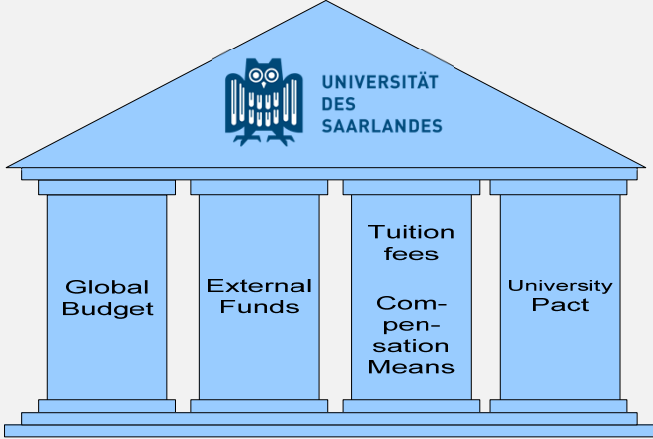
General Conditions

- 1) The columns of financing
- 2) Appeal Negotiations
- 3) Budget planning
- 4) Budget supervision

Oktober 15 UNAM – Saarland University Seite 3 Ákos Barna

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The columns of financing



UNIVERSITÄT
DES
SAARLANDES

Global Budget

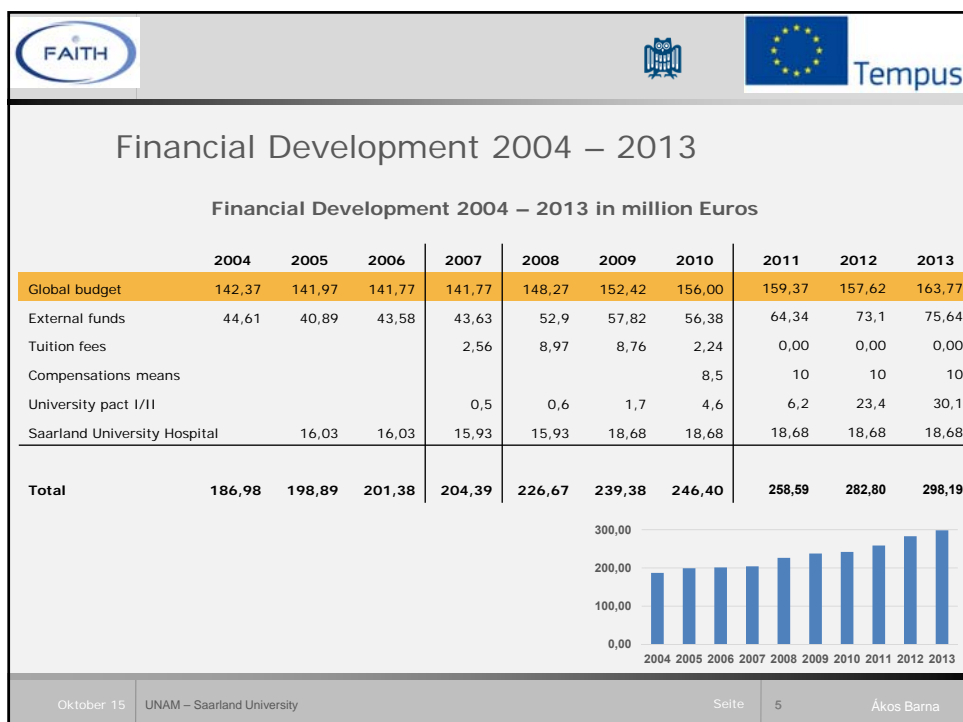
External Funds

Tuition fees

Compensation Means

University Pact

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Appeal negotiations

At the other side stand the claims of the professorships from the appeal negotiations.

Negotiations about:

- Staff
- Tangible means and investments
- Office and laboratory areas

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Staff





In Germany there are three types of professorships
W1 (Junior professor),
W2 Professor and
W3 Professor

Basic staff

| | W2 Professor | W3 Professor | W1 Junior Professor |
|---|-----------------|-----------------|------------------------|
| Scientist | 0,5 | 1 | No additional staff |
| Administrative staff and technicians | -- | 0,5 | |

In addition, all other staff is additional staff.

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Financial resources




Components of the financial resources are
tangible means (annual allocation) and
investments (extra allocation).

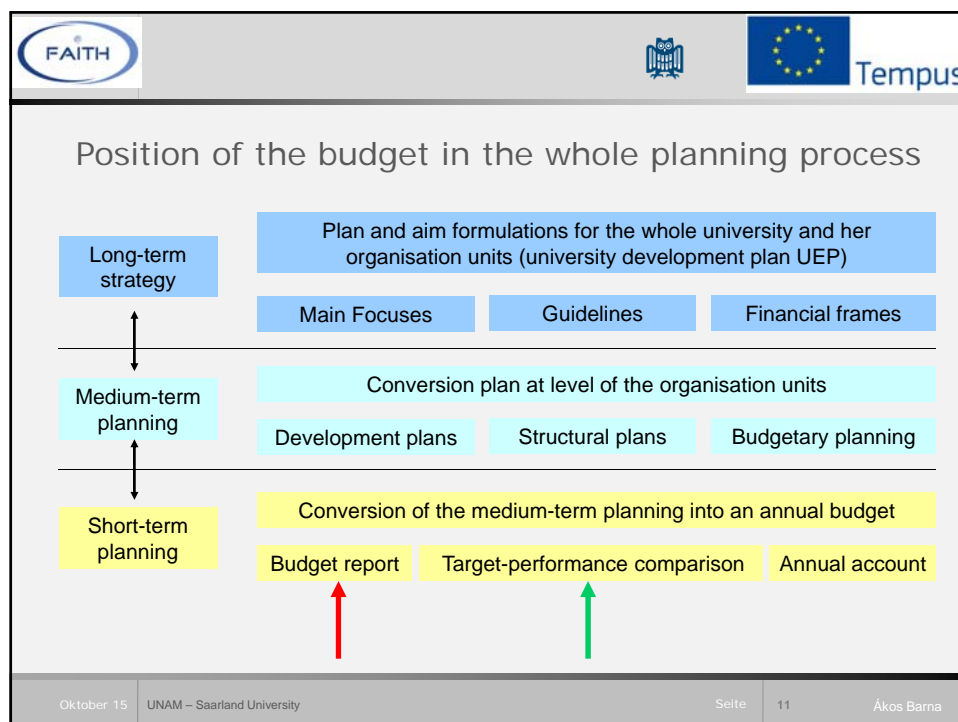
Basic equipment

| | W2 Professor | W3 Professor |
|----------------|---|--------------|
| Tangible Means | 2.500 € | 5.000 € |
| Investments | 30.000 € - 240.000 € (in p.c. 1.000.000 €) | |

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| | | | |
|--|---|---|------------|
|  |  |  | Tempus |
| <h2>Office and laboratory areas</h2> <p>At the moment this is only relevant for the budget indirectly, because the rooms are centrally administered and managed.</p> <p>In future the space need should be determined about space-management-model and all surfaces which must exceed the need then by the cost centre owner are paid.</p> | | | |
| Oktober 15 | UNAM – Saarland University | Seite | 9 |
| | | | Ákos Barna |




| | | | |
|---|---|---|------------|
|  |  |  | Tempus |
| <h2>Budget planning</h2> <ol style="list-style-type: none">1) Position of the budget in the whole planning process2) Phases of the budget process3) Guidelines in the budget process4) Detailed budget inquiry | | | |
| Oktober 15 | UNAM – Saarland University | Seite | 10 |
| | | | Ákos Barna |

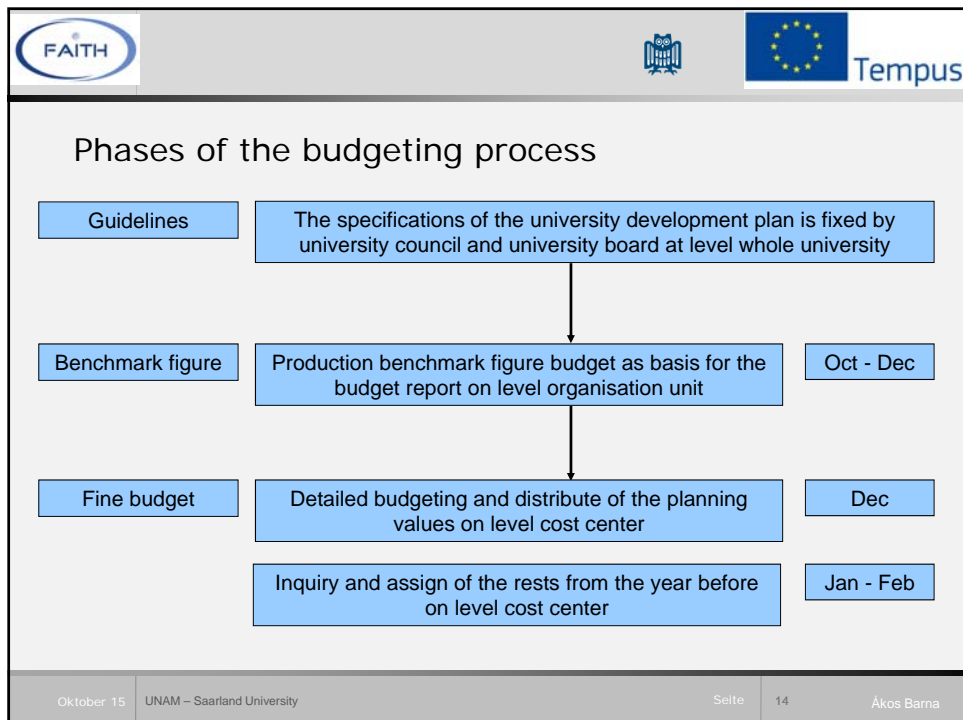




Budget report

| Expenses | in T € | Earnings | in T € |
|--|----------------|----------------------|----------------|
| Faculty 1: Law and economics | 12.016 | Global budget | 164.618 |
| Faculty 2: Medicine | 34.735 | Own Income | 3.825 |
| Faculty 3 - 5: Humanities and Lingusitics | 22.481 | Saarland Hospital | 18.680 |
| Faculty 6 - 8: Natural and material Sciences | 33.812 | University Pact I/II | 8.115 |
| Management and Administration | 29.078 | Compensation means | 10.000 |
| Central institutions | 15.888 | | |
| Whole university, not splittable | 19.525 | | |
| Saarland Hospital | 18.680 | | |
| Compensation means - not splittable | 10.000 | | |
| University Pact not splittable | 7.198 | | |
| Overhead from external funds | 1.825 | | |
| | 205.238 | | 205.238 |

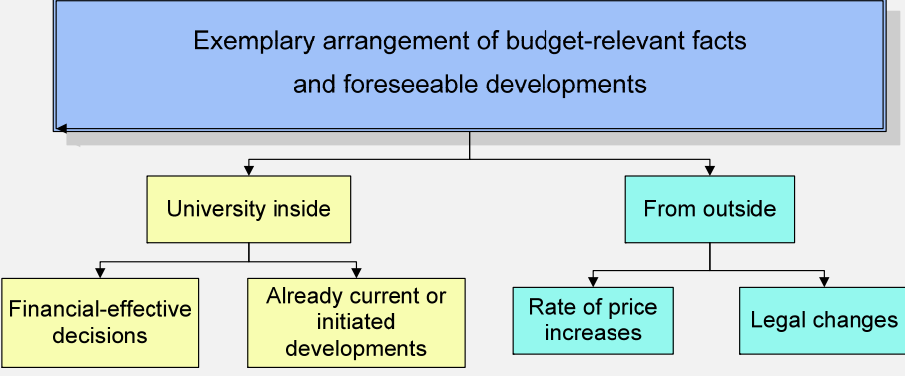
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|    | | | | | | | | | | | | | | | | | | |
|---|----------------------------|-----------------------|------------|--------------------|---------|----------|--------|---------------------------------|------------|-------------|----------------------|-------------|-----------|----------------|----------------|-------------|------------|-----------------------|
| <h2>Budget report</h2> | | | | | | | | | | | | | | | | | | |
| Faculty | Cost Center | Category | Subcat. | Amount | | | | | | | | | | | | | | |
| Faculty 1: Law and Economics | 1011401 | Personnel | Sekr | -19.607,53 | | | | | | | | | | | | | | |
| | | | W2 | -67.908,85 | | | | | | | | | | | | | | |
| | | | wMb | -52.605,30 | | | | | | | | | | | | | | |
| | | | Sum | -140.121,68 | | | | | | | | | | | | | | |
| | | Tangible means | SM | -2.500,00 | | | | | | | | | | | | | | |
| | | | Sum | -2.500,00 | | | | | | | | | | | | | | |
| Sum | | | | -142.621,68 | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Faculty</th> <th>Category</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td rowspan="5">Faculty 1: Law and Economics</td> <td>Back staff</td> <td>-289.417,43</td> </tr> <tr> <td>Teaching assignments</td> <td>-192.000,00</td> </tr> <tr> <td>Personnel</td> <td>-10.894.253,00</td> </tr> <tr> <td>Tangible Means</td> <td>-640.252,50</td> </tr> <tr> <td>Sum</td> <td>-12.015.922,93</td> </tr> </tbody> </table> | | | | | Faculty | Category | Amount | Faculty 1: Law and Economics | Back staff | -289.417,43 | Teaching assignments | -192.000,00 | Personnel | -10.894.253,00 | Tangible Means | -640.252,50 | Sum | -12.015.922,93 |
| Faculty | Category | Amount | | | | | | | | | | | | | | | | |
| Faculty 1: Law and Economics | Back staff | -289.417,43 | | | | | | | | | | | | | | | | |
| | Teaching assignments | -192.000,00 | | | | | | | | | | | | | | | | |
| | Personnel | -10.894.253,00 | | | | | | | | | | | | | | | | |
| | Tangible Means | -640.252,50 | | | | | | | | | | | | | | | | |
| | Sum | -12.015.922,93 | | | | | | | | | | | | | | | | |
| Oktober 15 | UNAM – Saarland University | Seite | 13 | Ákos Barna | | | | | | | | | | | | | | |





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Guidelines in the budget process



```
graph TD; A[Exemplary arrangement of budget-relevant facts and foreseeable developments] --> B[University inside]; A --> C[From outside]; B --> D[Financial-effective decisions]; B --> E[Already current or initiated developments]; C --> F[Rate of price increases]; C --> G[Legal changes];
```

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FAITH   Tempus

Detailed budget calculation

Budget planning for cost centers

- 1) Calculation of the staff budget
- 2) Tangible means and investments
- 3) Not splittable budgets
- 4) Calculation third party funds

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Budget planning for cost centers

For each cost center there are several budgets

- Staff budget
- Tangible means
- Investments
- External funds (third means, tuition fees, compensation means)

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Calculation of the staff budget

- The claims of the professors from the appeal negotiations (e.g., 2 academic employees, 1 secretary, etc.) are converted with an extrapolation of the actual costs and with an entry rate for vacancies into a budget.

$$P_k = \sum_i P_i + \sum_j P_j$$

$$P_i = D_i * S_i$$




$$P_j = C_j$$

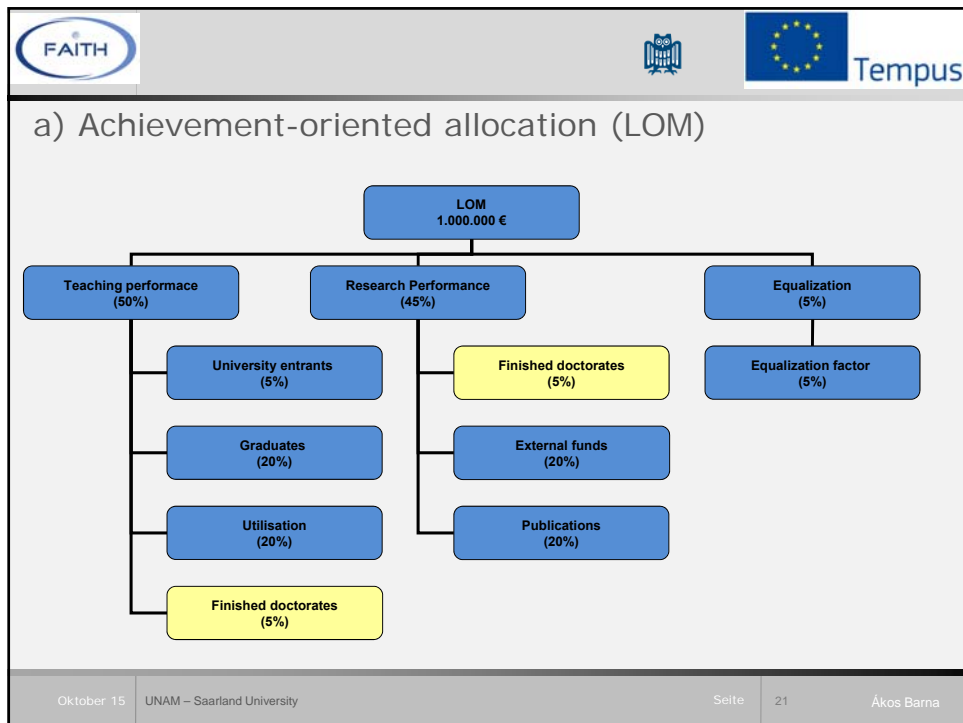
with

- P_k = Staff budget per cost centre
- P_i = Staff budget per category i for vacancies
- P_j = Staff budget per category j for filled positions
- D_i = Entry rate per category i
- S_i = Number per place category i
- C_j = Actual costs per person j

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| | | | |
|--|---|---|------------|
|  |  |  | Tempus |
| <h2>Tangible means and investments</h2> <ul style="list-style-type: none">▪ Tangible means according to appeal arrangement▪ Investment according to appeal arrangement▪ Rests from the year before will transfer | | | |
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| | | | |
|---|---|---|------------|
|  |  |  | Tempus |
| <h2>Whole-university, not splittable budgets</h2> <ul style="list-style-type: none">a) Achievement-oriented allocation (LOM)b) Research support, Innovation fundc) Means for long-distance heating, energy, waterd) IT-Budgete) Personal budget for stand-by duties, trainees, postinsurancesf) Budgets for central services and maintenance | | | |
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Teaching performance figures



University entrants = $\frac{\text{University entrants} / \text{Professors (UdS)}}{\text{University entrants} / \text{Professors (in Germany) at universities}}$

Graduates = $\frac{\text{Graduates} / \text{Professors (UdS)}}{\text{Graduates} / \text{Professors (in Germany) at universities}}$

Utilisation = $\frac{\text{Teaching demand in the average period of study}}{\text{Teaching offer after teaching units}}$

Finished doctorates = $\frac{\text{Finished doctorates} / \text{Professors (UdS)}}{\text{Finished doctorates} / \text{Professors (in Germany) at universities}}$

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Research performance figures

Finished doctorates =
$$\frac{\text{finished doctorates} / \text{Professors (UdS)}}{\text{finished doctorates} / \text{professors (in Germany) at universities}}$$

External Funds =
$$\frac{\text{Third means income} / \text{expenses (UdS)}}{\text{Third means income} / \text{expenses (in Germany) at universities}}$$

Publications =
$$\frac{\text{Publications} / \text{scientist (UdS) after professions}}{\text{Publications} / \text{scientist (in Germany)}}$$

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Equalization

Equalization factor (gender factor) =

$$\frac{\text{female scientist} / \text{scientist (UdS)}}{\text{female scientist} / \text{scientist (in Germany) at universities}}$$

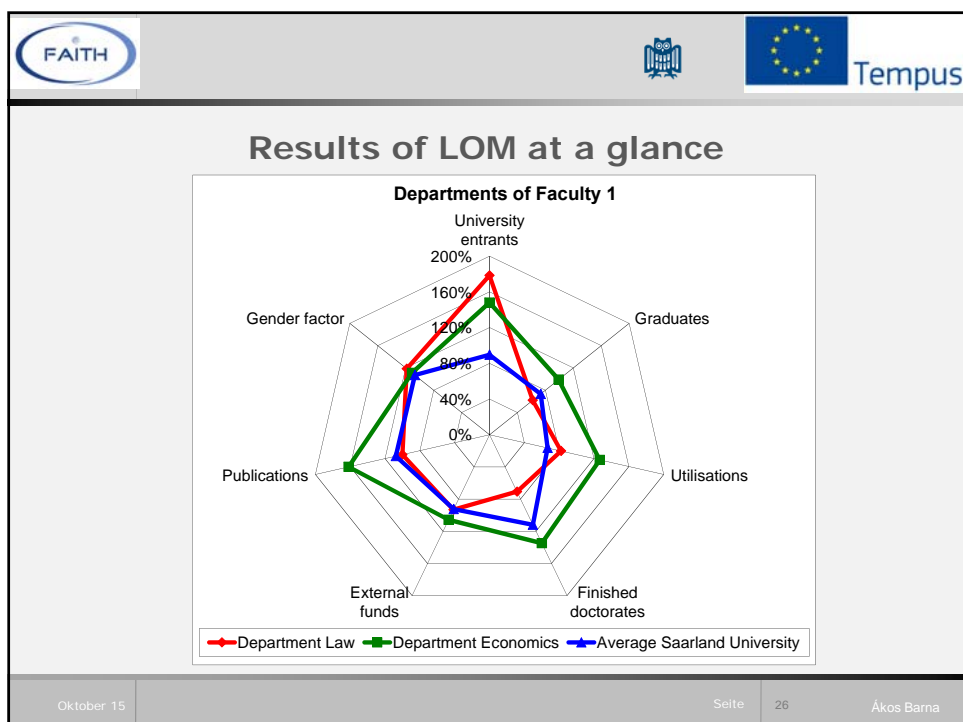
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| Faculty | Professors | Indicator variables: Professor in % | University entrants | Graduates | Utilisations | Finished doctorates | External funds | Publications | Gender factor | Sum |
|----------------------------|-------------|-------------------------------------|---------------------|----------------|----------------|---------------------|----------------|----------------|---------------|------------------|
| | | | Amount in € | Amount in € | Amount in € | Amount in € | Amount in € | Amount in € | Amount in € | |
| | 2009 | | 5% | 20% | 20% | 10% | 20% | 20% | 5% | |
| Dep. of Law | 18 | 6,29% | 5.675 | 11.100 | 12.712 | 4.927 | 12.062 | 11.515 | 3.555 | 61.546 |
| Dep. of Economics | 16 | 5,59% | 4.183 | 15.786 | 17.424 | 8.344 | 12.153 | 16.562 | 2.958 | 77.409 |
| Faculty 1 | 34 | 11,89% | 9.858 | 26.885 | 30.136 | 13.271 | 24.214 | 28.077 | 6.513 | 138.955 |
| Faculty 2 | 75 | 26,22% | 15.275 | 66.514 | 74.801 | 19.382 | 54.321 | 48.341 | 12.084 | 290.717 |
| Faculty 3 | 23 | 8,04% | 3.032 | 17.771 | 11.879 | 4.631 | 13.975 | 14.133 | 4.697 | 70.118 |
| Faculty 4 | 30 | 10,49% | 5.629 | 22.260 | 13.657 | 12.666 | 16.406 | 17.965 | 5.357 | 93.938 |
| Faculty 5 | 21 | 7,34% | 3.441 | 16.112 | 16.504 | 5.814 | 15.710 | 16.691 | 3.771 | 78.043 |
| Faculty 6 | 33 | 11,54% | 4.382 | 16.277 | 20.217 | 19.792 | 26.864 | 23.726 | 5.921 | 117.179 |
| Faculty 7 | 28 | 9,79% | 2.775 | 9.700 | 10.467 | 11.979 | 18.378 | 22.491 | 3.880 | 79.669 |
| Faculty 8 | 42 | 14,69% | 5.607 | 24.480 | 22.340 | 12.466 | 30.133 | 28.577 | 7.778 | 131.381 |
| Saarland University | 286 | 100% | 50.000 | 200.000 | 200.000 | 100.000 | 200.000 | 200.000 | 50.000 | 1.000.000 |

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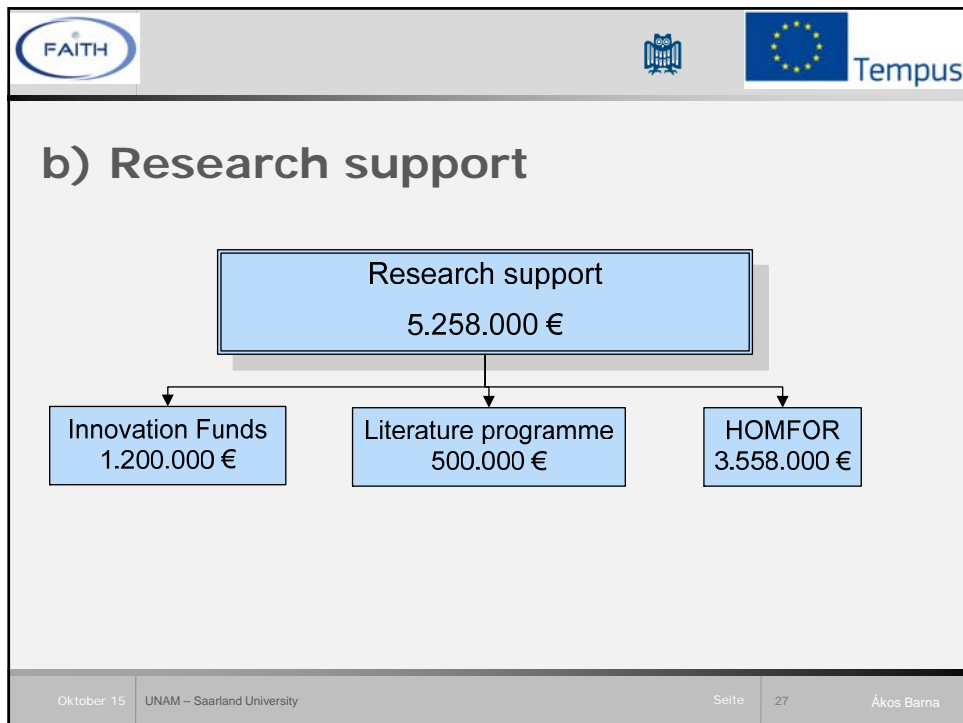
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Research support - Allocation




Innovation Funds
Means are allocated after expertise of the applications by the research committee




Literature programme
to the support of the literature supply in the faculties. Allocation by the literature advisory board

HOMFOR I
Research support only for Medicine faculty also after expertise of the applications

HOMFOR II
The allocation occurs after an indicator-based model through the Medicine faculty (p.e. weighted external funds, weighted publications)

| | | | |
|--|---|---|------------|
|  |  |  | Tempus |
| <h3>c) Means for long-distance heating, energy, water</h3> <ul style="list-style-type: none">• The budget for the operating costs are only split at the two locations.• With rising operating costs for example because of new buildings, takes over the country 90% of approved costs. | | | |
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| | | | |
|---|---|---|---------------|
|  |  |  | Tempus |
| <h2>Calculation external funds</h2> <p>The budget distribution is rather easy, but the fundraising of new external funds projects becomes more and more complicated.</p> <p>Different according to funding giver</p> <p>EU separate calculation</p> | | | |
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Tempus

Controlling - Budget supervision

- Information system
 - Separate account property
 - Transparency about all transactions
 - Information about all resources

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Tempus




Account statements

Your Account Summary

Cost center 123456 2012 ▾
 Univ. Prof. Dr. XYZ

| Fonds / Projects | Income | Expense | OBLIGO | Saldo | Yearly budget | Whole Budget |
|-----------------------------|------------|---------------|------------|---------------|---------------|--------------|
| 062181000 Personnel budget | | -154.081,48 | -59.751,30 | -4.514,73 | 209.318,05 | |
| 062181003 Tangible means | | -26.251,12 | -680,39 | -26.931,51 | 101.428,59 | |
| B410130203 Project 1 | 378.000,00 | -376.346,99 | 0,00 | 1.653,01 | | 378.000,00 |
| D410130212 Project 2 | | -1.113.977,17 | 0,00 | -1.113.977,17 | | 1.500.000,00 |
| T603160002 Research funding | | -4.676,35 | | 4.323,65 | 9.000,00 | |




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Tempus

Resource information

- Personnel list
 - Claims and cast of characters
- Inventory list
- Room list
- Phone list




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Tempus

Online-account statements - claims

| | | | | | | | | | |
|--|--------------------------|-----|-----------|--|------------------------------------|--|--|--|--|
| 1234567 | | | | | term of the accounting unit | | | | |
| date: 2nd november, 2011 | | | | | | | | | |
| | claim to staff in months | | | | claim to assistants in hours | | | | |
| category of staff | professor - W2 | WMB | secretary | | assistant - C | | | | |
| claim to staff | 12 | 12 | 6 | | 42 | | | | |
| consumption | 12 | 10 | 5,85 | | 39 | | | | |
| rest | 0 | 2 | 0,15 | | 3 | | | | |
| <u>planned staff financed out of the global budget</u> | | | | | | | | | |

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Online-account statements – personnel list

account assignment element: 062181000 term of the account assignment element

| budget for staff in 2011 | actual cost | commitment | means reserved | means fixed | rest of the budget |
|--------------------------|-------------|------------|----------------|-------------|--------------------|
| 205.000,00 | -150.000,00 | -30.000,00 | 0,00 | -30.000,00 | 25.000,00 |

Data are covered till 2nd november. Staff that has already been working since last year is aknowledged in column "from" with 1st january 2011.
Your questions answers Mrs. A (phone: -1234)




| last name | first name | number of staff | working hours per week | from | till | category of staff | consumption |
|-----------|------------|-----------------|------------------------|------------|------------|-------------------|-------------|
| Miller | David | 50009999 | 19,25 | 2011-01-01 | 9999-12-31 | secretary | 5,85 |
| Smith | Daniel | 50007777 | 40 | 2012-01-01 | 9999-12-31 | professor - W1 | 12 |
| ... | | | | | | | |

planned staff financed out of the personal budget

account assignment element: 062181003 term of the account assignment element

| last name | first name | number of staff | working hours per week | from | till | category of staff | consumption |
|-----------|------------|-----------------|------------------------|------------|------------|-------------------|-------------|
| Taylor | A | 50007766 | 5 | 2011-01-01 | 2011-03-31 | assistant - C | 15 |
| Bush | B | 50008866 | 8 | 2011-01-01 | 2011-03-31 | assistant - C | 24 |
| ... | | | | | | | |

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Online-account statements – inventory list

inventory list 1234567 term of the accounting unit [further information](#)

| number | term | number | cost value | net book value at the beginning of the year | depreciation of the whole year | class of the plant | period of use | date of activation | date of deactivation | serial number |
|---------|--|--------|------------|---|--------------------------------|--------------------|---------------|--------------------|----------------------|---------------|
| 44004-0 | Lenovo ThikPad R500 CHROMABOND | 1 | 929,00 | 748,00 | 310,00 | 70 | 3 | 2010-06-14 | | |
| 30734-0 | Vakuumkammer Nr. 730151 | 1 | 814,01 | 388,00 | 116,00 | 13 | 7 | 2008-05-19 | | |
| 09326-0 | SPE 24-Position Vacuum Manifold Set Comp | 1 | 794,54 | 0,00 | 0,00 | 13 | 7 | 2004-11-29 | | |
| ... | | | | | | | | | | |

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Online-account statements – space list

list of spaces for accounting unit 1234567

Your questions answers
Mrs. A (phone: -1234) or
Mr. B (phone: - 5678)

| space | term | type of use | sqm |
|-------------------------|---------------------|-----------------------------|-------|
| GEB-SBC-16_01-002-207_1 | room 207.1 Geb B4 1 | 211: general offices | 8,08 |
| GEB-SBC-16_01-002-209_0 | room 209.0 Geb B4 1 | 211: general offices | 8,08 |
| GEB-SBC-16_01-002-210_0 | room 210.0 Geb B4 1 | 211: general offices | 6,06 |
| GEB-SBC-16_01-002-211_1 | room 211.1 Geb B4 1 | 211: general offices | 15,47 |
| GEB-SBC-16_01-002-211_2 | room 211.2 Geb B4 1 | 211: general offices | 8,06 |
| GEB-SBC-16_01-002-213_0 | room 213.0 Geb B4 1 | 211: general offices | 24,53 |
| GEB-SBC-16_01-002-208_0 | room 208.0 Geb B4 1 | 541: spaces for the library | 17,39 |

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Online-account statements – phone list





deduction of phone calls
accounting unit: 1234567
august 2011





| extension | Phone-number | date | time | EUR |
|-----------|--------------|------------|-------|------|
| 2222 | 01234/1234 | 2011-08-01 | 09:30 | 0,03 |
| 2222 | 03456/456789 | 2011-08-02 | 09:35 | 0,04 |
| 2222 | 07888/999999 | 2011-08-02 | 16:05 | 0,05 |
| ... | | | | |

Seite
Ákos Barna

| Quarterly Report | | Performance Year before | Target | Performance | Target vs. Performance | Annual comparison | | Performance Year before | Target | Projection | Target vs. Projection |
|---|--|-------------------------|--------------------|--------------------|------------------------|--|--------------------|-------------------------|--------------------|------------|-----------------------|
| | | 01/2009-09/2009 | 01/2010-09/2010 | 01/2010-09/2010 | 01/2010-09/2010 | | | 2009 | 2010 | 2010 | 2010 |
| Personnel cost | | 129.054.052 | 133.547.627 | 137.927.555 | 103 | Personnel cost | 142.552.019 | 145.688.320 | 150.466.423 | 103 | |
| Operating costs | | 61.694.472 | 60.878.592 | 65.363.230 | 107 | Operating costs | 66.554.708 | 66.413.009 | 71.305.342 | 107 | |
| Σ Personnel & operating costs | | 190.748.524 | 194.426.218 | 203.290.784 | 105 | Σ Personnel & operating costs | 209.106.727 | 212.101.329 | 221.771.765 | 106 | |
| Revenue | | -59.617.665 | -52.916.484 | -60.714.537 | 105 | Revenue | -68.731.632 | -57.727.074 | -79.659.896 | 105 | |
| Financing payments (GHH) Uds | | 131.130.859 | 141.509.734 | 142.576.247 | 101 | Financing payments (GHH) Uds | 142.375.095 | 154.374.255 | 142.111.869 | 98 | |
| Additional information | | | | | | Additional information | | | | | |
| Investments | | | | 12.818.879 | | Investments | | | | 13.984.231 | |
| Reasons for divergence to the budget | | | | | | Measures of the rectorate or of the faculty | | | | | |
| Costs | | | | | | Stock of third means | | | | | |
| | | | | 8.854.317 | | | | | | | |
| Revenue (Not yet assigned means) | | | | | | Adjusted financing payments (GHH) Uds | | | | | |
| | | | | 10.407.034 | | | | | | | |

| Annual account | |
|---|--|
| <p>Within the treatment of the business annual account all projects are checked in view of the degree of performance and financing.</p> | |

|     | | | | |
|---|--|---------------------------|--------------------------------|---|
| Target-performance comparison | | | | |
| Quarterly Report | Performance Year before 01/2009-09/2009 | Target 01/2010-09/2010 | Performance 01/2010-09/2010 | Target vs. Performance 01/2010-09/2010 |
| Personnel cost | 129.054.052 | 133.547.627 | 137.927.555 | 103 |
| Operating costs | 61.694.472 | 60.878.592 | 65.363.230 | 107 |
| Σ Personnel & operating costs | 190.748.524 | 194.426.218 | 203.290.784 | 105 |
| Revenue | -59.617.665 | -52.916.484 | -60.714.537 | 115 |
| Financing payments (GHH) UdS | 131.130.859 | 141.509.734 | 142.576.247 | 101 |
| Additional Information | | | | |
| Investments | | | 12.818.879 | |
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|     | | | | |
|---|---------------------------------|--------------------|--------------------|-------------------------------|
| Target-performance comparison II | | | | |
| Annual comparison | Performance Year before 2009 | Target 2010 | Projection 2010 | Target vs. Projection 2010 |
| Personnel cost | 142.552.019 | 145.688.320 | 150.466.423 | 103 |
| Operating costs | 66.554.708 | 66.413.009 | 71.305.342 | 107 |
| Σ Personnel & operating costs | 209.106.727 | 212.101.329 | 221.771.765 | 105 |
| Revenue | -66.731.632 | -57.727.074 | -79.659.896 | 138 |
| Financing payments (GHH) UdS | 142.375.095 | 154.374.255 | 142.111.869 | 92 |
| Additional Information | | | | |
| Investments | | | 13.984.231 | |
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| Reasons for divergence to the budget | | Measures of the presidium / of the faculty |
|--|-----------|--|
| Costs | | |
| Claim of appeal commitments | 983.509 | |
| Budgeting of only 95% of the place interests | 1.451.728 | |
| Revenue | | |
| Adjusted financing payments (GHH) UdS | | |

Workshop Results

1 Agenda

- 1) Workshop inputs
- 2) Process landscape in accounting
- 3) Processes in detail
- 4) Lessons learned

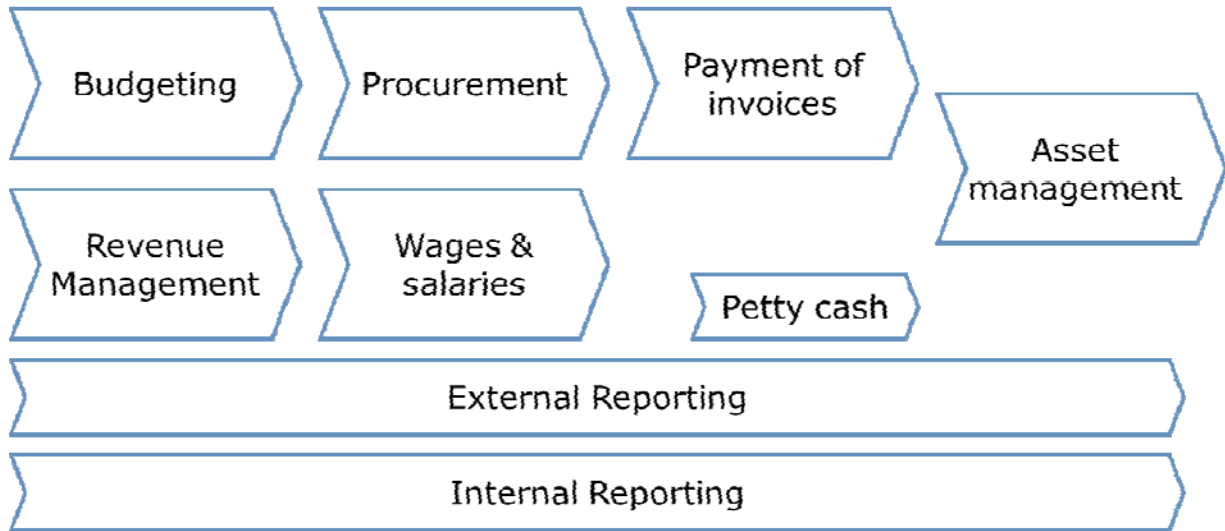
2 Minutes of the Meeting

2.1 Workshop inputs

For details see presentation in annex

| Date | Venue | Content |
|------------|-------|---|
| 03.03.2015 | MEST | <ul style="list-style-type: none"> > Strategic management in HEI > HEI and the hierarchy of objectives > Common values, mission statement > Strategy and strategy tools > Allocation of resources: Annual targets and budgeting > Organizational structures in HEIs > Freedom and responsibility |
| 04.03.2015 | UP | <ul style="list-style-type: none"> > Basics about processes > Benefits of process orientation > Roles in process systems > Process landscape > Basics about flowcharts > Example 1: University of Saarland <ul style="list-style-type: none"> o Organization and Structures o Allocation of resources > Example 2: Detailed budgeting process of FH Campus Wien > Workgroup: Process landscape > Workgroup: Process design "Budgeting" |
| 05.03.2015 | UP | <ul style="list-style-type: none"> > Workgroup: Process design "Payment of invoices" > Lessons learned |

2.2 Process landscape in accounting



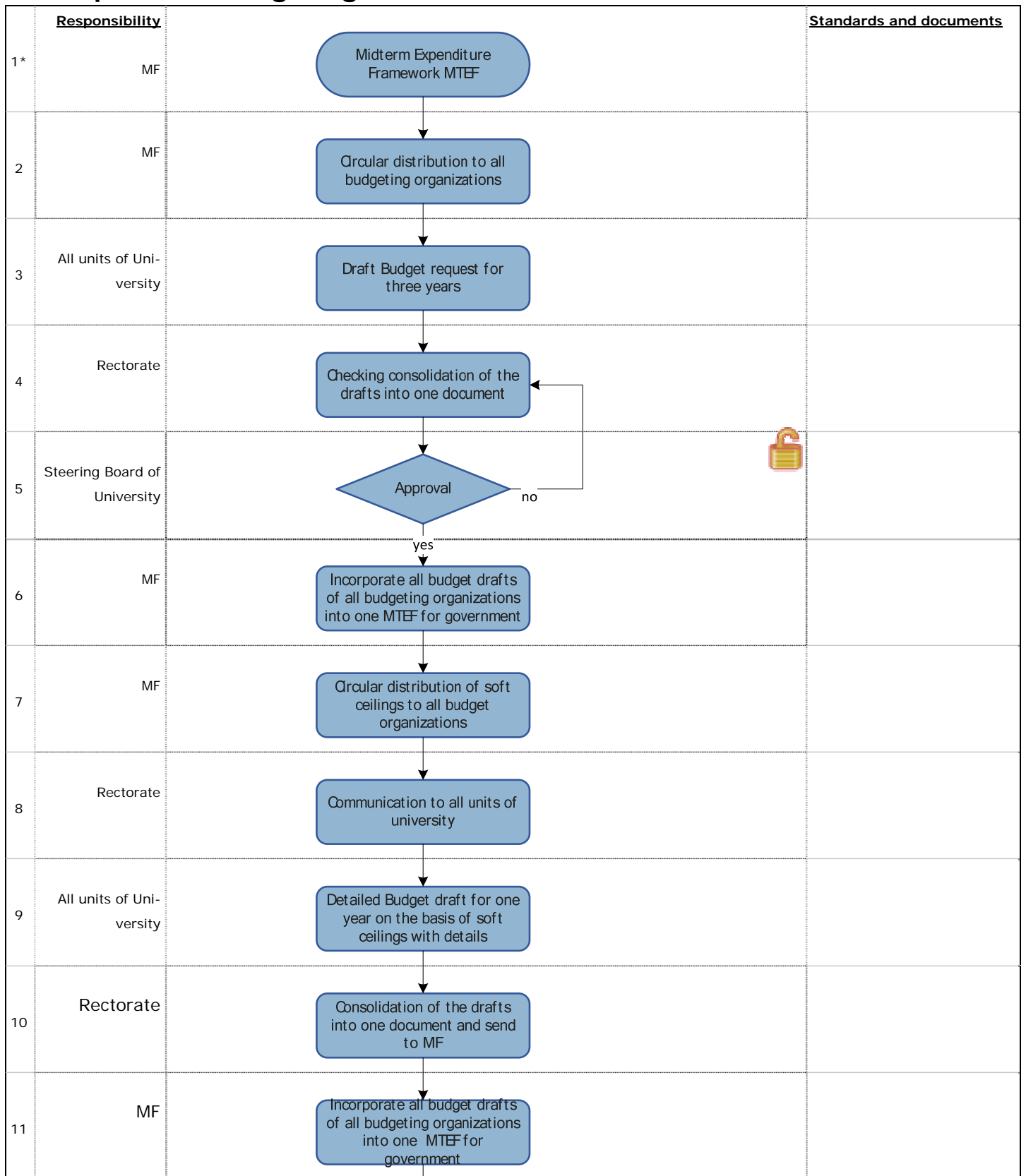
The workgroup identified 9 relevant processes in accounting (see figure above). For two of these processes we were able to design flowcharts: Budgeting and Payment of invoices.

2.3 Processes in detail

Icon legend:

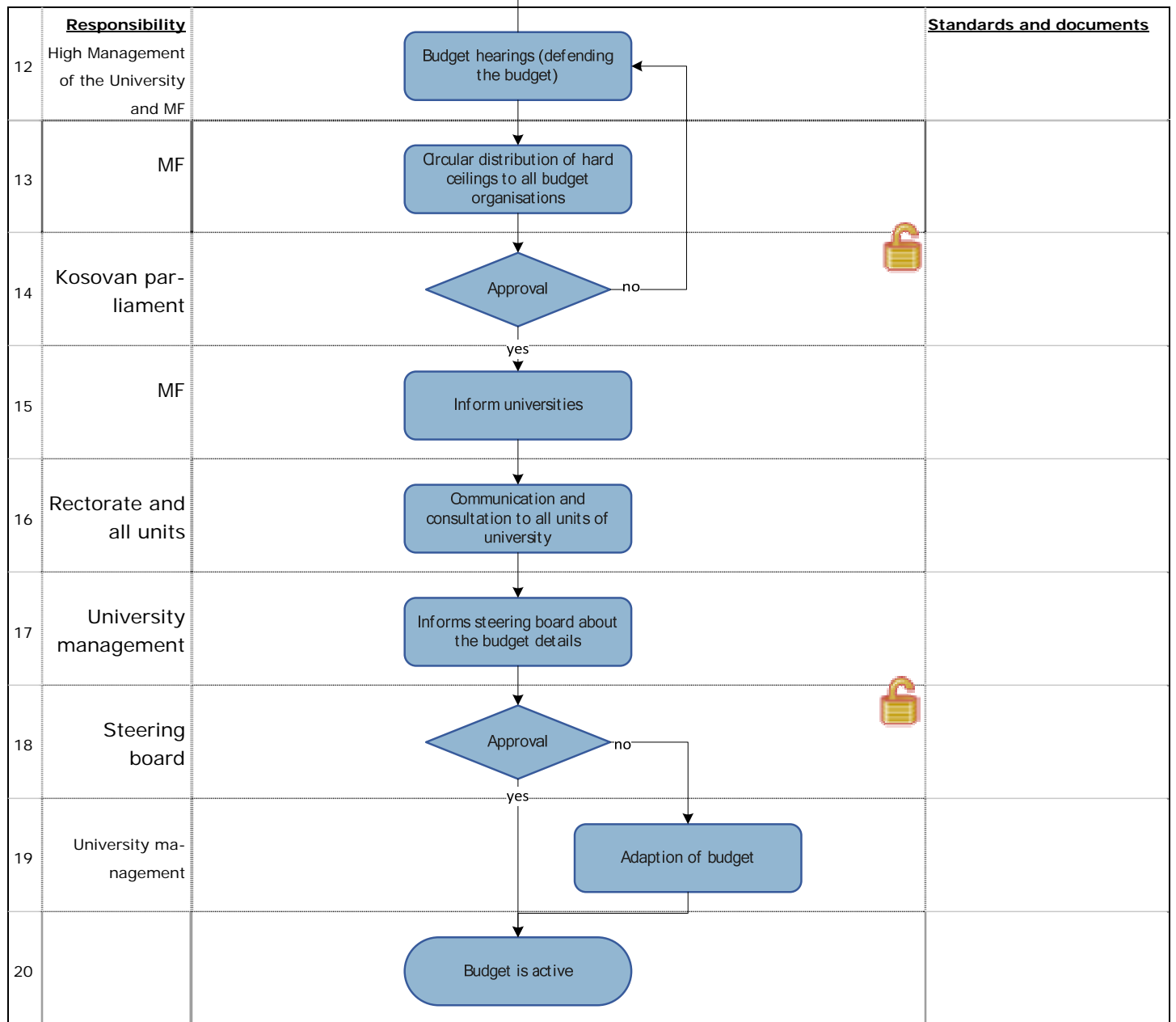
| | | | |
|--|-------------------------------|--|--------------------------|
| | Fist/Last step of the process | | Organizational interface |
| | Process step | | Deadline |
| | Decision | | Meeting required |
| | | | Approval required |

Subprocess: Budgeting

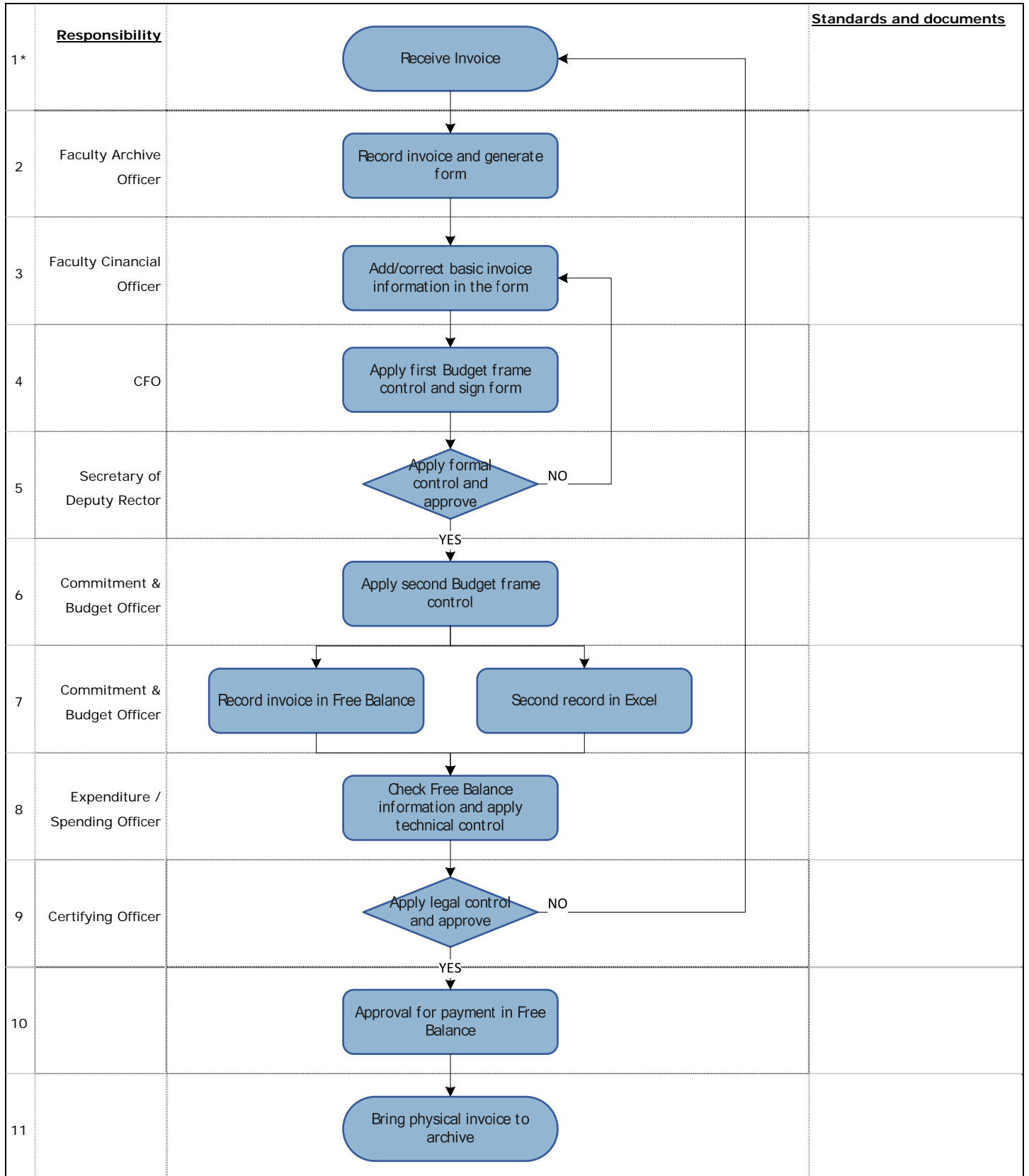


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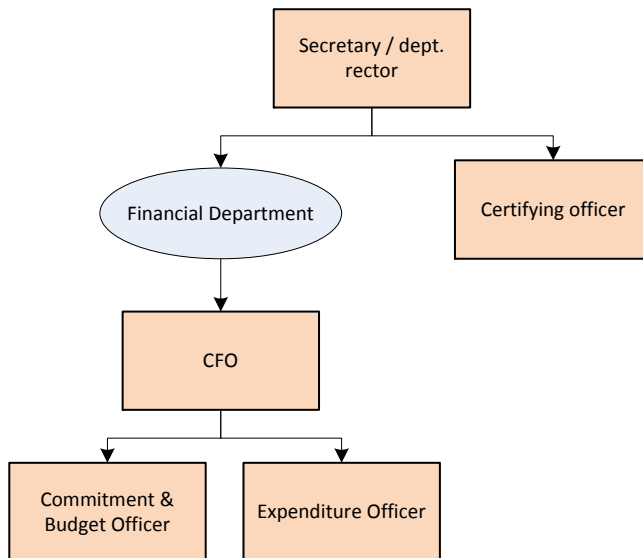
Continued from previous page



Subprocess: Payment of invoices



Roles in this Process:



2.4 Lessons learned

1. Discussing the processes and designing the flowcharts enables us to define clear specifications for the accounting software. Therefore it is necessary to continue and also define the seven other processes of the process landscape
2. In the budgeting process the whole planning and deciding about the allocation of resources is described too short in only two steps: The Budget requests of the units and the consolidation of these requests in one document (steps 3 and 4). These two steps should be discussed more detailed, because they describe some of the key tasks of an autonomous management
3. The process for payment of invoices is very elaborated. Unfortunately there is no difference in the handling of different kinds of invoices. There should be simpler procedures for invoices of smaller amounts, or for recurring payments, to increase the efficiency of the payment of invoices.

Fundraising

Training workshop WS4 (Peje, June 2015) worked on the topic of fundraising. The workshop aimed to strengthen the capacities of Kosovan partner representatives in managing the acquisition and handling of external funds. EU partners' input focused on the introduction of the possibilities to acquire EU/international (research) funding programs and on good practice in proposal writing and budget design. Examples of fundraising strategies were introduced to make the participants aware of the framework needed in order to be successful in raising external funds.

In the practical part of the workshop the participants were asked to present and discuss their experiences in managing projects and to develop new ideas for projects.

| Materials | Author | Page |
|--|-----------------------|-------------|
| Introduction to Fundraising | Carolina Madeleine | 273 |
| How to effectively design a project budget: general principles | Noelia López | 301 |

INTRODUCTION TO FUNDRAISING

8 June – 10 June 2015, Kosovo
OGPI, UA



INDEX

1. DEFINITION

2. ASSESSING THE ADDED VALUE OF HIGHER EDUCATION & ENERGY

3. FUNDRAISING BASICS

THE PRODUCT

COMPETITORS

THE CUSTOMER

STRATEGY

4. OGPI FUNDRAISING MODEL



ABOUT THE TRAINER.....

- Senior Project Manager
- 8 years experience in drafting project proposals
- 8 years experience in managing projects
- From the donor perspective, part of the Spanish Ministry of advisory group



BUT BEFORE SOME QUESTIONS....



How could justify the funding of activities in the framework of Higher Education?

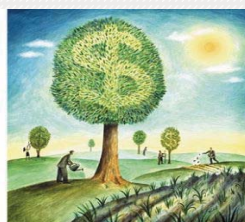
What kind of activities could be funded with international projects?

How does it work – fundraising -?

What kind of projects and which activities?



1. DEFINITION/S



- **Fundraising or fund raising (also development)** is the process of soliciting and gathering voluntary contributions as money or other resources, by requesting donations from individuals, businesses, charitable foundations, or governmental agencies (see also crowd funding).
- “Fundraising is the noble art of teaching people the pleasure of giving”
- “People do not give to people. They give to people with causes. They give to people who ask on behalf of causes.”



2. ASSESSING THE ADDED VALUE / CONTRIBUTION OF HIGHER EDUCATION.....



**In the future, education
could be your wisest investment.**



The cost of a good education is rising but there's still no better predictor of success in life. Planning with HSBC can help make sure your finances make the grade. After that, it's up to your kids. The future starts here.

There's more on wealth management at
www.hsbc.com/inthefuture



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HIGHER EDUCATION AND DEVELOPMENT

- “Higher education (HE), including research carried out in universities, has a crucial role in development. It helps generate the human capital needed in key areas such as health, agriculture and engineering, and builds a country's capability for self-reliance” – Sian Lewis
- Skilled labor + Technological capability = > productivity
= > competitiveness

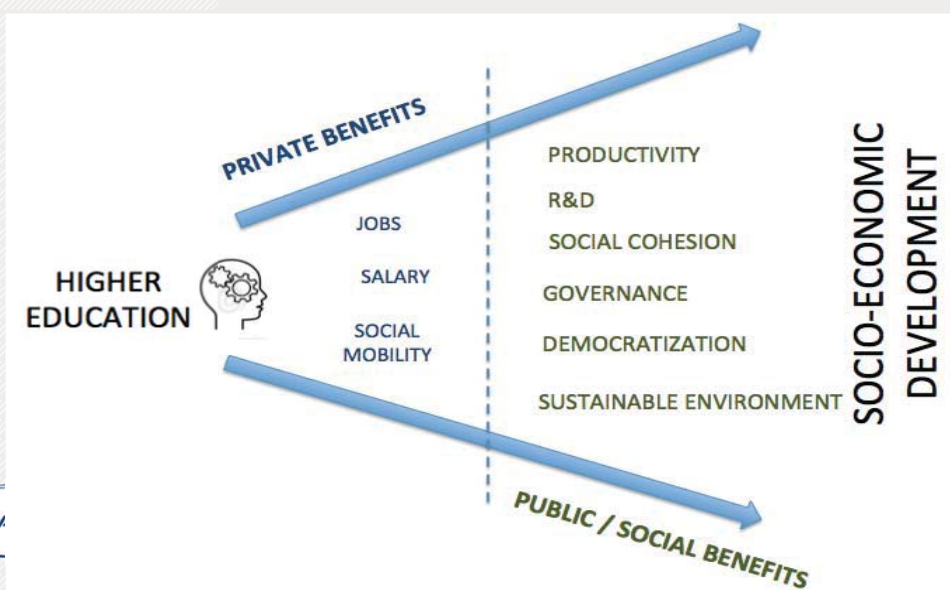


HIGHER EDUCATION AND DEVELOPMENT

- **Universities could drive innovation & entrepreneurship**
- **“Higher education is critical because it provides the high-level skills and research to apply current technologies and to assimilate, adapt, and develop new technologies, two drivers of productivity” (Putting Higher Education To Work, World Bank East Asia and Pacific Regional Report. 2012)**



HIGHER EDUCATION AND DEVELOPMENT



EXAMPLE: NORHED

- = Norwegian programme for capacity development in higher education and research for development
- “Higher education and research are priority areas of Norway’s development cooperation policy. Norad believes that sound, strategic investments in higher education and research in low and middle income countries (LMICs) pay off in the form of strong academic institutions and their societal en-gagement. Such investments have many benefits, not least that they contribute to development of their countries’ intellectual resources, competent workforces, visionary leaders, gender equality and human rights. In the long run it also contributes to evidence-based policies and decisions that en-hance sustainable economic, social and environmental development.”



ENRICH - ENERGY, R&D AND GROWTH

- EA Region experiences **unsustainable energy practices** which prevents its countries to reach acceptable standards of socio economic development
- Some problems more specifically identified by ENRICH:
 - **Inadequate STI research support from HEIs;**
 - **Low university-industry cooperation;**
 - **Shortage of qualified staff for STI activities at HEIs;**
 - **Lack of funding....**



3. FUNDRAISING BASICS



- **FUNDRAISING = SELLING**
To sell one idea / project (= product)
To sell one institution / reputation / intangible
- **SELLING means...**
To know our **product**
To know the possible **customer**
To know the **trends**



... AND ALSO MEANS...



- Before starting our “selling process” we need to...
 - Invest... (HRR Training, etc...)
 - Set up a **strategy**
 - Develop a (fundraising) culture
 - Develop policies / rules (incentives)
- Apply **selling techniques**



INDEX OF FUNDRAISING BASICS



- THE PRODUCT

- THE CUSTOMER



- COMPETITORS

- STRATEGY



+ WORKFLOW



THE PRODUCT



THE PRODUCT

- My project
- My institution
- My Network
-

IMPORTANT: ANALYSIS (LFM) + PROPOSAL



THE CUSTOMER

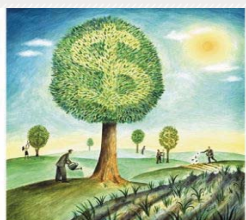


WHAT KIND OF CUSTOMERS MAY WE FIND?

- **INTERNATIONAL ORGANISATIONS**
- **NATIONAL ORGANISATIONS**
- **REGIONAL ORGANISATIONS / AUTHORITIES**
- **FOUNDATIONS**
- **NGOs**
- **UNIVERSITIES**
-



FUNDRAISING SOURCES - EXAMPLES



NATIONAL SOURCES

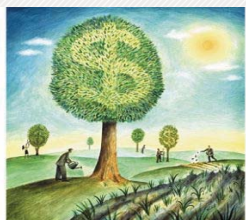
- Governmental Funding (Public HEIs)
- Public Funding (national/regional);
- Funding from private Foundations;
- Fees with Students;
- Contracts with enterprises;
- Contracts from Consultancy of the teaching staff;
- Courses for the local industry, etc...



HEI FUNDRAISING SOURCES

INTERNATIONAL

- **Courses or International Congresses;**
- **Calls from International Organisations (EC, World Bank, etc.);**
- **Calls from international private Foundations (Ford, Rockefeller, Bill & Melinda Gates, etc.);**
- **Other international sources;**



COMPETITORS



COMPETITORS

- **DO KOSOVO HEIs COMPETE BETWEEN THEMSELVES?**
- **WITH WHICH COUNTRIES DO YOU COMPETE?**
- **WHICH ARE YOUR COMPARATIVE ADVANTAGES?**
- **WICH ARE YOUR COMPARATIVE DISADVANTAGES?**



STRATEGY



STRATEGY

- **☞ Fundraising is neither a spontaneous or individual activity; it requests an articulated system of actors, regulations, organisational issues and functions.**
- **☞ At higher education level the requests of international fundraising justify the need of a specific university policy, together with a strong institutional commitment.**
- **☞ An international fundraising strategic plan is the usual answer to organise the fundraising of a HEI and a way to improve its effectiveness at different levels (department, Faculty, institutional)**



POSSIBLE OBJECTIVES

- **Contributing to the funding of the international activities of the institution**
- **Training Human Resources;**
- **Developing a Fundraising culture at institutional level;**
- **Strengthening the links with donors;**
- **Improve the positioning of the university at international level;**





POSSIBLE STEPS

- 1. Analysis. Online survey about possible international activities which could be funded by international donors, together with training needs analysis
- **MACRO ANALYSIS**
 - Internationalisation policies (strategic plan)
 - Measures and policies to boost fundraising
 - Regulations for the participation in international projects



POSSIBLE STEPS

- **MICRO ANALYSIS**
 - International publications
 - Patents
 - Contacts
 - PhDs
 - International Contracts
 - International networks
 - Availability to work abroad
 - Languages
 -
 -





POSSIBLE STEPS

- **2. Training Plan for University Staff. 3 levels:**
 - **Top Management Level Staff**
 - **Research Staff**
 - **University Management Staff**





POSSIBLE STEPS




- **3. Development of a Database of Possible International Projects (depending on step 2)**



| Project # | Address | Bld Code/Type | Title | Phase | Location | Date |
|-------------|---------|----------------------|---|-------|----------------------|------|
| WFYB-151010 | Yes | Jan 8, 2012 10:00 AM | Security Telephone System - Wilson-BD | | Wilson, TX | **** |
| WFYB-151011 | Yes | Jan 8, 2012 10:00 AM | Security Server Rehabilitation - West Harris Court... | | Houston, TX | **** |
| WFYB-151012 | Yes | Jan 8, 2012 10:00 AM | Network Cabling Material & Installation, Wireless... | | Wilson, TX | **** |
| WFYB-151013 | Yes | Jan 8, 2012 10:00 AM | Network Cabling Material & Installation, Wireless... | | Wilson, TX | **** |
| WFYB-151014 | Yes | Jan 8, 2012 10:00 AM | Woodstock Building 11 - Water, Security Server, net... | | Montgomery, TX | **** |
| WFYB-151015 | Yes | Jan 8, 2012 10:00 AM | Network Cabling Material & Installation, Wireless... | | Wilson, TX | **** |
| WFYB-151016 | Yes | Jan 8, 2012 10:00 AM | Construction Manager at the Fair TX 200 Elevator... | | New Braunfels, TX | **** |
| WFYB-151017 | Yes | Jan 8, 2012 10:00 AM | Biotechnology Parks Trail Project Phase 2 | | Crosby, TX | **** |
| WFYB-151018 | Yes | Jan 8, 2012 10:00 AM | Water Treatment Improvements, Greenway Land Office-C... | | Beaumont, TX | **** |
| WFYB-151019 | Yes | Jan 8, 2012 10:00 AM | Water, Sanitary & Drainage - Canyon Village at Wh... | | Fort Bend, TX | **** |
| WFYB-151020 | Yes | Jan 8, 2012 10:00 AM | Water Construction of the Texas A&M University Reser... | | College Station, TX | **** |
| WFYB-151021 | Yes | Jan 8, 2012 10:00 AM | Rehabilitation of Drainage Facilities at the Men... | | Meridian, TX | **** |
| WFYB-151022 | Yes | Jan 8, 2012 10:00 AM | Network Cabling Material & Installation, Wireless... | | Houston, TX | **** |
| WFYB-151023 | Yes | Jan 8, 2012 10:00 AM | SWPP - Stormwater Pump Station Rehabilitation/Ph... | | Houston, TX | **** |
| WFYB-151024 | Yes | Jan 8, 2012 10:00 AM | Security Server Cabling and Telephone Improveme... | | Houston, TX | **** |
| WFYB-151025 | Yes | Jan 8, 2012 10:00 AM | Implosion Improvements of the Miller Outdoor The... | | Houston, TX | **** |
| WFYB-151026 | Yes | Jan 8, 2012 10:00 AM | Network Cabling Material & Installation, Wireless... | | Wilson, TX | **** |
| WFYB-151027 | Yes | Jan 8, 2012 11:00 AM | Network Cabling Material & Installation, Wireless... | | Wilson, TX | **** |
| WFYB-151028 | Yes | Jan 8, 2012 11:00 AM | Network Cabling Material & Installation, Wireless... | | Wilson, TX | **** |
| WFYB-151029 | Yes | Jan 8, 2012 11:00 AM | Automatic Sanitizer System Renewal, Facilities B... | | Austin, TX | **** |
| WFYB-151030 | Yes | Jan 8, 2012 11:00 AM | Network Cabling Material & Installation, Wireless... | | Wilson, TX | **** |
| WFYB-151031 | Yes | Jan 8, 2012 11:00 AM | Network Cabling Material & Installation, Wireless... | | Wilson, TX | **** |
| WFYB-151032 | Yes | Jan 8, 2012 10:00 PM | Planning, ACP 88, 0021, ACP 2014 & P11 8888 - TxDOT... | | Smith County, TX | **** |
| WFYB-151033 | Yes | Jan 8, 2012 10:00 PM | WIL, Best, and Cheney - TxDOT - TxDOT - GIC | | Galveston County, TX | **** |
| WFYB-151034 | Yes | Jan 8, 2012 10:00 PM | WIL, Best, and Cheney - TxDOT - Travis County | | Travis County, TX | **** |
| WFYB-151035 | Yes | Jan 8, 2012 10:00 PM | Levi's and Best Coat - TxDOT - TxDOT - TxDOT | | Wise County, TX | **** |
| WFYB-151036 | Yes | Jan 8, 2012 10:00 PM | Preventative Maintenance - TxDOT - Wilberson Cou... | | Wilberson County, TX | **** |
| WFYB-151037 | Yes | Jan 8, 2012 10:00 PM | Best Coat - TxDOT - Hill County | | Hill County, TX | **** |
| WFYB-151038 | Yes | Jan 8, 2012 10:00 PM | Best Coat and Thin Overlay - TxDOT - Linn County | | Linn County, TX | **** |
| WFYB-151039 | Yes | Jan 8, 2012 10:00 PM | Best Coat - TxDOT - Comanche County | | Comanche County, TX | **** |
| WFYB-151040 | Yes | Jan 8, 2012 10:00 PM | Best Coat - TxDOT - Hill County | | Hill County, TX | **** |
| WFYB-151041 | Yes | Jan 8, 2012 10:00 PM | Best Coat - TxDOT - Hill County | | Hill County, TX | **** |
| WFYB-151042 | Yes | Jan 8, 2012 10:00 PM | Best Coat - TxDOT - Hill County | | Hill County, TX | **** |
| WFYB-151043 | Yes | Jan 8, 2012 10:00 PM | Best Coat - TxDOT - Hill County | | Hill County, TX | **** |
| WFYB-151044 | Yes | Jan 8, 2012 10:00 PM | Best Coat - TxDOT - Hill County | | Hill County, TX | **** |
| WFYB-151045 | Yes | Jan 8, 2012 10:00 PM | Best Coat - TxDOT - Hill County | | Hill County, TX | **** |
| WFYB-151046 | Yes | Jan 8, 2012 10:00 PM | Best Coat - TxDOT - Hill County | | Hill County, TX | **** |
| WFYB-151047 | Yes | Jan 8, 2012 10:00 PM | Best Coat - TxDOT - Hill County | | Hill County, TX | **** |
| WFYB-151048 | Yes | Jan 8, 2012 10:00 PM | Best Coat - TxDOT - Hill County | | Hill County, TX | **** |
| WFYB-151049 | Yes | Jan 8, 2012 10:00 PM | Best Coat - TxDOT - Hill County | | Hill County, TX | **** |
| WFYB-151050 | Yes | Jan 8, 2012 10:00 PM | Best Coat - TxDOT - Hill County | | Hill County, TX | **** |

POSSIBLE STEPS

- **4. Development of a Database of International Donors**



POSSIBLE STEPS

- **5. Matching Document (Projects / Donors)**



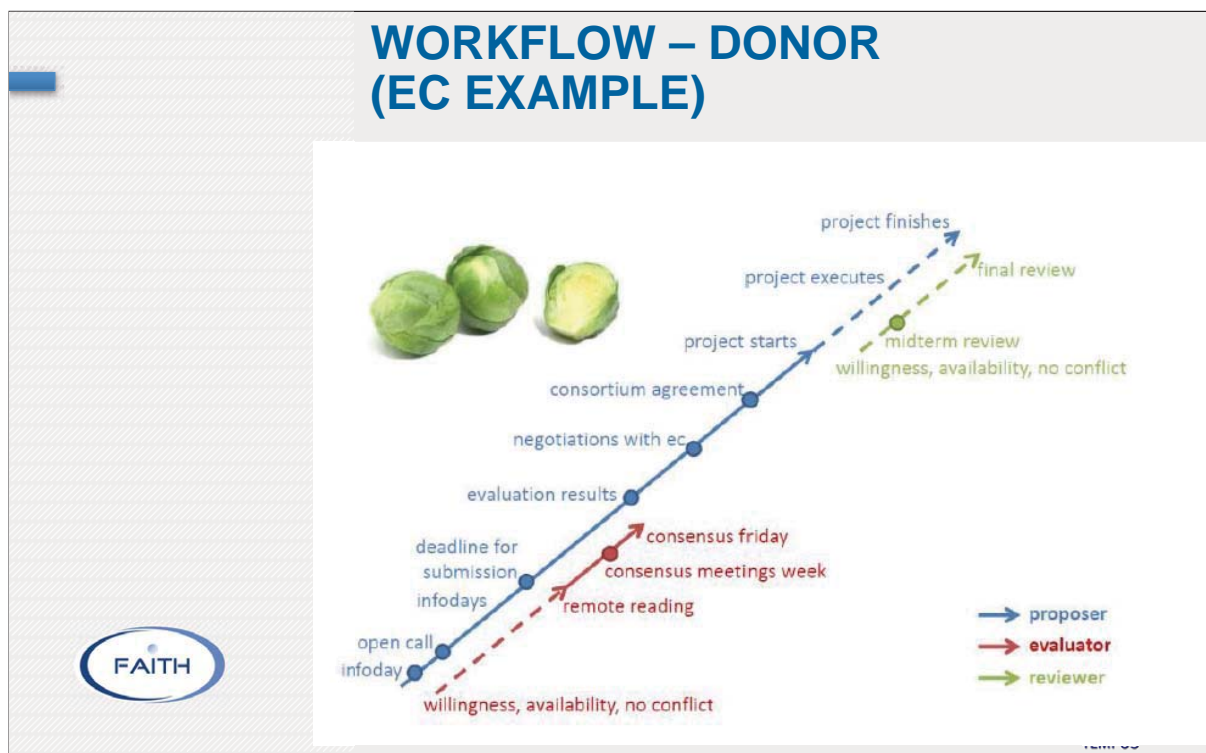
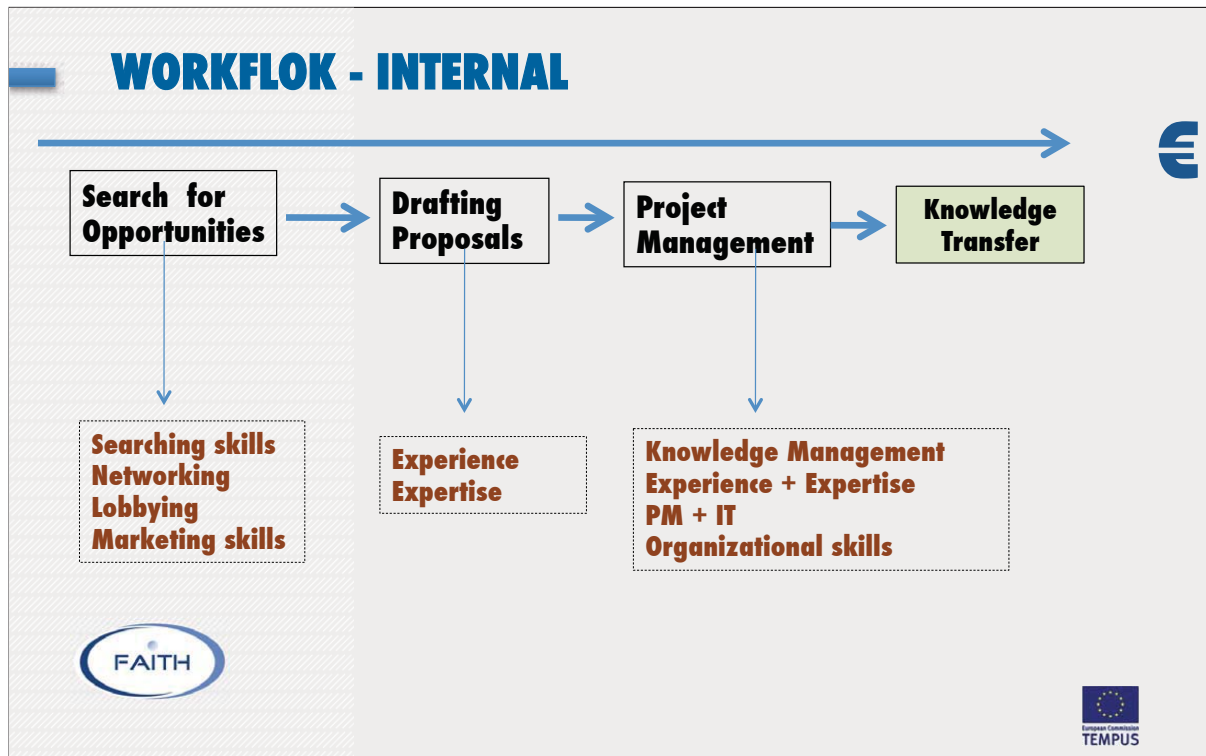
POSSIBLE STEPS

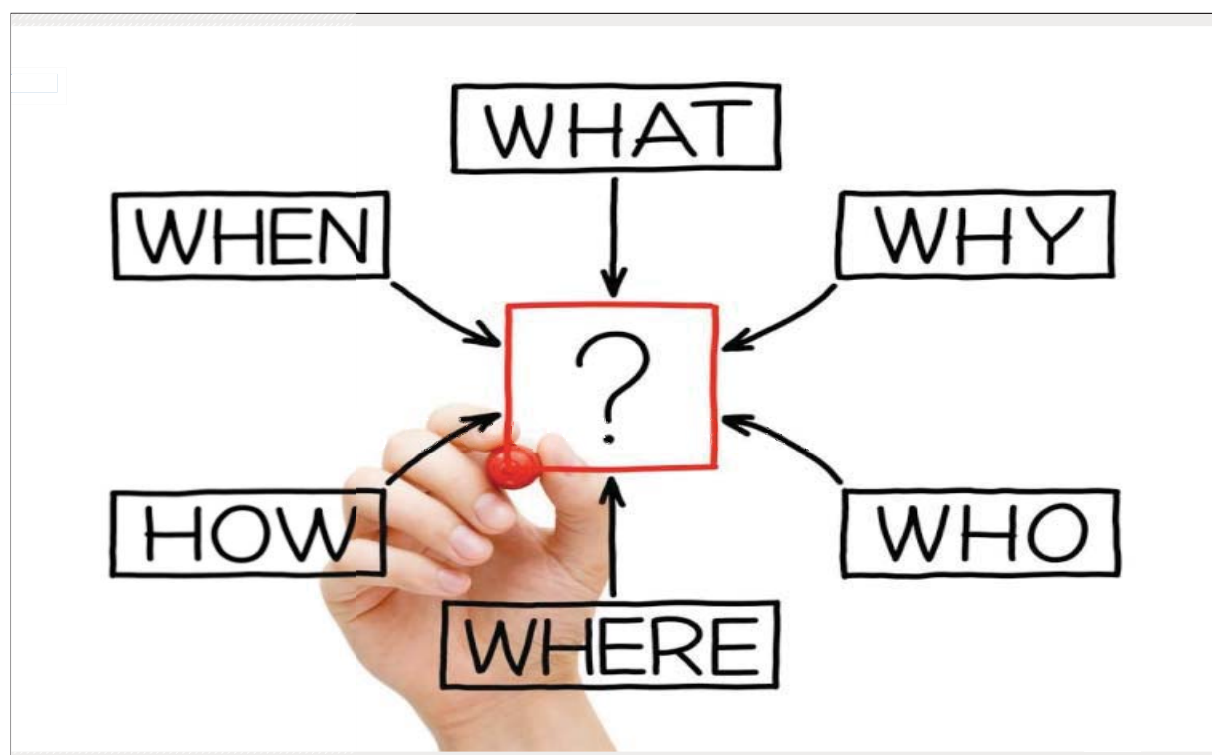
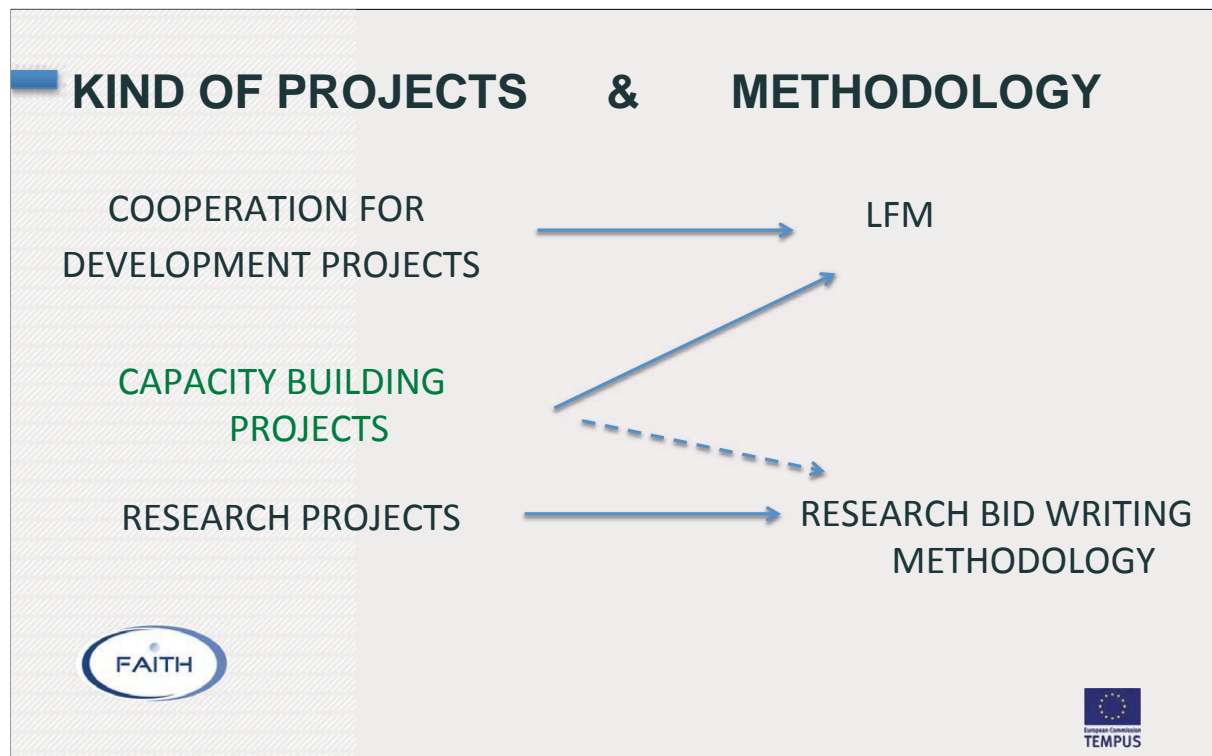
- **6. Operation Programme. Organisation of project by call, donor, calendar, manager, etc.**



FUNDRAISING WORKFLOW







FUNDRAISING CASE STUDY: OGPI THE UNIVERSITY OF ALICANTE



INTERNATIONALISATION AT UA

UA develops different international activities:

International Mobility activities (in & out)

International Curriculum activities

International Research activities

International cooperation activities (international projects)



EXPERIENCE OF UA IN INSTITUTIONAL MANAGEMENT AND CAPACITY BUILDING PROJECTS FOR HIGHER EDUCATION

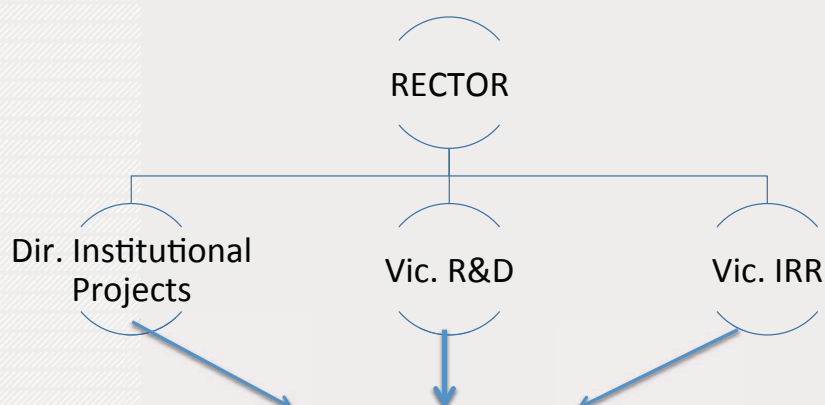
The International Project Management Office (OGPI) of the University of Alicante has had an intense level of activity in the last decade in **capacity** and **institutional building** projects in third partner countries

These projects have been principally developed under the EuropeAid umbrella, presenting UA as a European-level leader in different programmes (Tempus, ALFA, Edulink, etc.)

Our projects intend in the main to facilitate the **transfer of know-how** of diverse areas of management of higher education institutions



ORGANISATION (1)



HUMAN RESOURCES

STAFF: about 18

COUNTRIES: Hong Kong, Italy, Spain, France, etc.

LANGUAGES: English, French, German, Chinese, Italian, Spanish

BACKGROUND: International Relations, Economy, Translation, Public Relations, Marketing, Law, Sociology, Education



PROFILES

PROJECT MANAGERS (JUNIOR & SENIOR)

ADMINISTRATIVE MANAGER

IT STAFF (IT)

RESEARCHERS & ADMINISTRATIVE STAFF (UA)

FREE-LANCE EXPERTS



UA OGPI TOPICS & SUBTOPICS

1. Access to Higher Education
2. Educational Development
3. Innovation and Research Management
4. Internationalisation
5. Quality and accreditation
6. Curriculum development
7. Planning and management of HEIs
8. University-Industry Cooperation
9. Funding of HEIs
10. International Project Management

UNIVERSITY SERVICES
GENDER ISSUES
INCLUSIVE EDUCATION

TEACHERS TRAINING
E-LEARNING
INNOVATION IN EDUCATION

TECHNOLOGY TRANSFER
INTELLECTUAL PROPERTY
INNOVATION SUPPORT SERVICES

PROCESSES DEVELOPMENT
EFQM

INTELLECTUAL PROPERTY
FOOD SECURITY
ENVIRONMENT

STRATEGIC PLANNING
UNIVERSITY AUTONOMY
SERVICES DEVELOPMENT
HUMAN RESOURCES MANAGEMENT



STRATEGIC PLANNING
UNIVERSITY AUTONOMY
SERVICES DEVELOPMENT
HUMAN RESOURCES MANAGEMENT

FUNDRAISING STRATEGIES
CAPACITY BUILDING
HUMAN AND ECONOMIC MANAGEMENT

DRAFTING PROPOSALS
PROJECT MANAGEMENT
IMPACT ANALYSIS

IPROs DEVELOPMENT
TRENDS AND STRATEGIES
FUNDRAISING

TOOL FOR COOPERATION
CONTRACT DEVELOPMENT

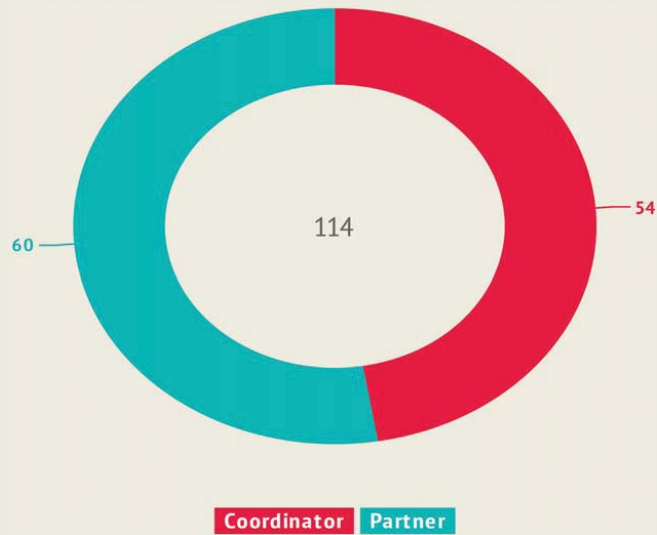


INTERNATIONAL PROJECT MANAGEMENT OFFICE
UNIVERSITY OF AJICANTE

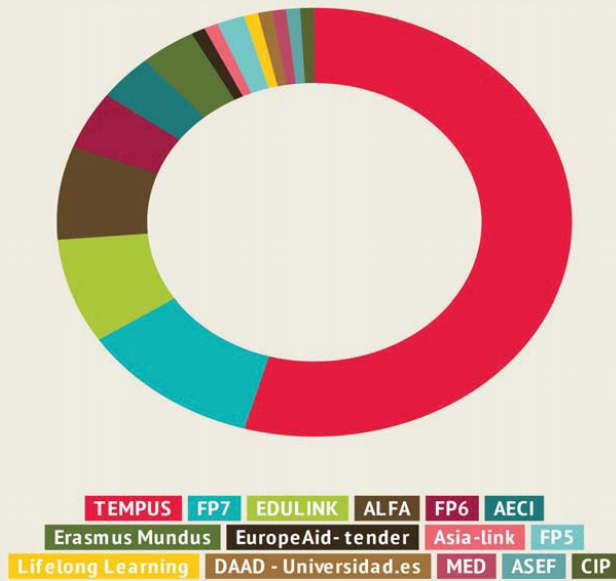
Project Experience

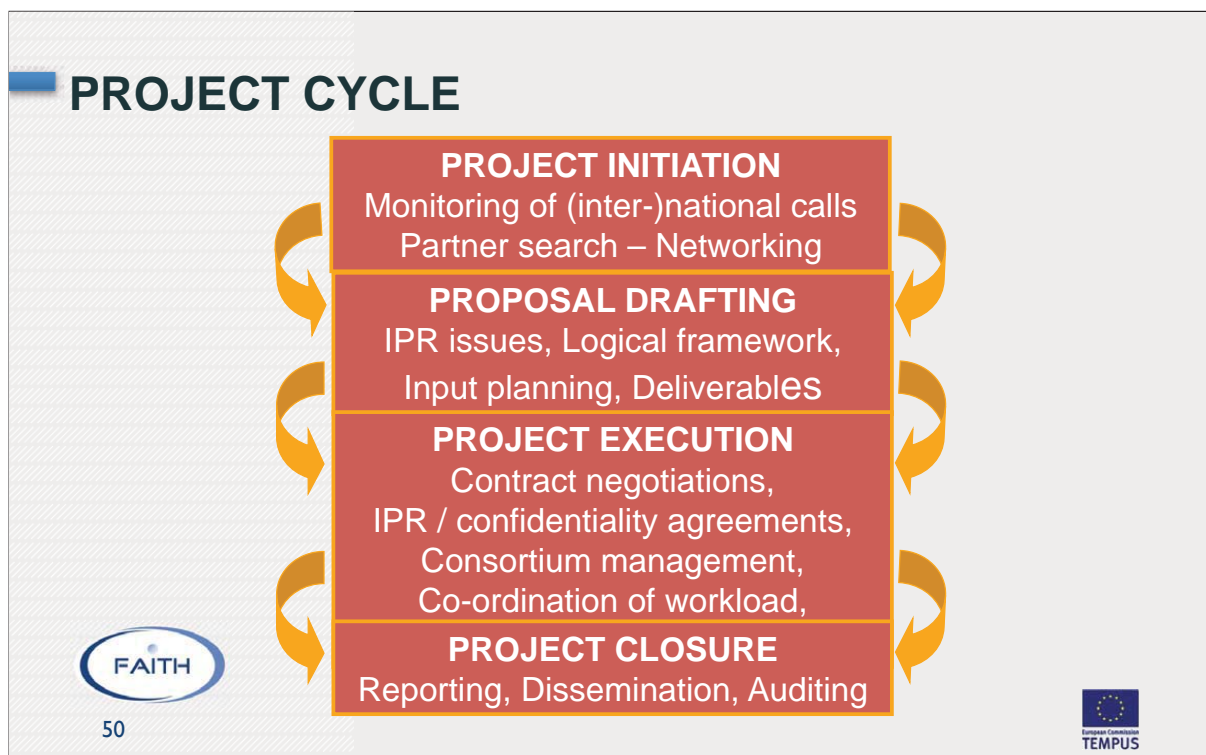
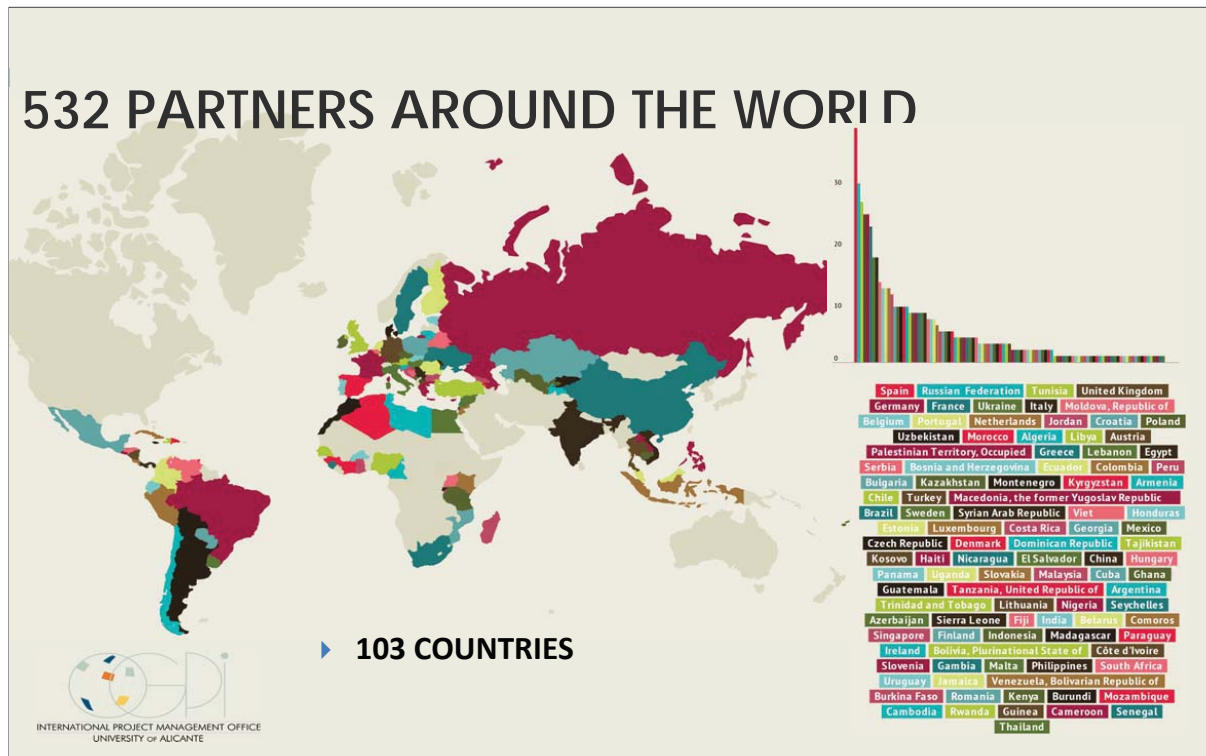
| | | | | | | | | | | |
|-----------|---------------|------------|-------------|---------|--------------|-------------|--------------|---------------|------------|----------|
| RUNNING | ARARAT | EDUCA | HONDURAS | STEP | ADEQUAL | CREDIT | INCA | IRIS | PIHE | TEC-WEB |
| | BUILD | EPIC | IDEAL | SUCCEED | AECI-PERU | DCISS | INCOME | KNOWLEDGE2INN | PILA | TRIUMPH |
| | CAP4INNO | EQOPP | INOVEST | SUCCEED | AEROQUAL | DELLCO | INNO-VENTION | OVATION | PLASTIVAL | UNCOFIN |
| | CAPACITY4FOOD | EQUALITY | IP4GROWTH | Network | AFOLM | DICSIM | INNOVALL | MAP2ERA | PROMETHEUS | UNI4INNO |
| | CIBELES | ERAMIS | JERA CENTER | SUMA | AFRIQ'UNITS | ELAN2LIFE | INTAS | MERCURY | PROMINENCE | UNILINK |
| | CLIMADAPT | FIRST | KNOWTS | SWAN | ALTAIR | EQUALISM | IP UNILINK | MOLDINCLUD | PROTECT | UNIVENT |
| | CUBRIK | FISHERMAN | MAPB | TIES | BIRD | ESHA | IP-SMES | MOSAIC | QATMI | |
| | CUP | FIT4HEALTH | MEDAWEL | TLOAA | BUILD | ESTTIM | IP4INNO | NANO2MARKET | SAFIRO | |
| | DEMETER | FOCUS | MEDINNOALL | UNAM | CBNE | EUCANET | IPEUROPAWARE | OLMT | SAFIRO II | |
| | DEPOCEI | GADGET | NORIA | UNIGOV | CLUSTERPLAST | EXPRESS | IPNET | PCI SALVADOR | SEASCAPE | |
| DEVETER | GREENMA | DICCA | UNIMIC | CREATE | FOPT | IPB-HELEDEK | PCISALVADOR | SEIMED | | |
| FINALIZED | | | | | | | | | | |

TOTAL PROJECTS



PROJECTS BY PROGRAMME





TOPICS & SUBTOPICS

1. Access to Higher Education
2. Educational Development
3. Innovation and Research Management
4. Internationalisation
5. Quality and accreditation
6. Curriculum development
7. Planning and management of HEIs
8. University-Industry Cooperation
9. Funding of HEIs
10. International Project Management

UNIVERSITY SERVICES
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FUNDRAISING STRATEGIES
CAPACITY BUILDING
HUMAN AND ECONOMIC MANAGEMENT

DRAFTING PROPOSALS
PROJECT MANAGEMENT
IMPACT ANALYSIS

GOOD PRACTICES- PUBLICATIONS

- ▶ Intellectual Property Rights:
 - ▶ Research.eu (Nano2Market)
 - ▶ IPHandbook of Best Practices (Concept Foundation)
 - ▶ EU-Asia Higher Education Platform (Links that matter: Recurring themes in EU-Asian Higher Education Cooperation Guides for EU Industry (Innovaccess)....
- ▶ HEIs internationalisation
 - ▶ “Prácticas y tendencias para la internacionalización y la cooperación entre universidades de América Latina y UE”
 - ▶ “Casos prácticos para la gestión de la internacionalización de universidades....”










GOOD PRACTICES- PROJECTS ON IP



IPR Helpdesk
thin EU funded projects

InnovAccess
Preparing Europe for global competition

HEIlink

n2no
MARKET

Unilink IP

FAITH

PILA

1500 MEMBERS OF THE
PILA COMMUNITY !!
> 1000 participants in courses



GOOD PRACTICES- TRAINING

- ▶ Training for Spanish HEIs/ TEMPUS programme / Spanish Ministry of HE (2009-10-11) + 2012
- ▶ Training for Columbian HEIs/ Fundraising / Columbian Ministry of HE (2012)
- ▶ Online course for Latin America on Univeristy/Industry CEDDET (2008-2012)
- ▶ DIES programme, Training for latina America deans/ DAAD (2012-13)
→ 2013-14



FUNDACION CEDDET

TEMPUS Education and Culture DG

FAIT DAAD Deutscher Akademischer Austausch Dienst
German Academic Exchange Service

Fundación universidad.es



INTERNATIONAL PROJECT MANAGEMENT OFFICE
UNIVERSITY of ALICANTE

Home About OGPI Services Team Projects Career Contact UA Researchers

Capacity Building in Higher Education

More than 20 years and 150 projects are our best letter of recommendation. Fundraising, Trainings and Consultancy & Coaching are one of our main expertise areas where we offer first-quality advice and management.

Services

| | | | |
|-----------------|-----------------|------------------|-----------------|
| 145 PROJECTS | 40 MILLION € | 108 COUNTRIES | 500 PARTNERS |
|-----------------|-----------------|------------------|-----------------|

55




Thank you!

FAITH PROJECT

HOW TO EFFECTIVELY DESIGN A PROJECT BUDGET GENERAL PRINCIPLES




Noelia López
Senior Project Manager

8th- 10th June 2015,
University of Peja
Peja, Kosova



PRESENTATION OBJECTIVES

- I. SOME BASICS ON BUDGET DESIGN**
- II. USUAL BUDGET HEADINGS & HOW TO BUDGET A PROJECT ACTIVITY**
- III. HOW THE UNIVERSITY OF ALICANTE PREPARES A PROJECT BUDGET**
- IV. SOME TIPS ON**
 - a. HOW TO MANAGE A PROJECT BUDGET**
 - b. HOW TO RUN A DRAFTING PROPOSAL PROCESS**
- V. PARTICIPANT PORTAL**



I. DESIGNING THE PROJECT BUDGET: BASIC CONCEPTS

- ✓ They are necessary
- ✓ Incurred during the project period
- ✓ Real, identifiable and verifiable
- ✓ Reasonable
- ✓ Directly related to the project:
 - Staff costs allocated to the project
 - Travel costs from project partners that are working in the action
 - Purchase of equipment
 - Consumables
 - Subcontracting
 - Other Costs: organisation of seminars, etc.

What is a budget?



Eligible Costs:



I. DESIGNING THE PROJECT BUDGET: BASIC CONCEPTS

Ineligible Costs

- ✓ Return of capital
- ✓ Debt and debt service charges
- ✓ Provisions for losses or debts
- ✓ Interest owed
- ✓ Doubtful debts
- ✓ Exchange losses
- ✓ Costs of transfers from the Agency charged by the bank of a beneficiary
- ✓ Costs declared by a beneficiary in the framework of another action receiving another grant from the Union budget



I. DESIGNING THE PROJECT BUDGET: BASIC CONCEPTS

Required documentation when starting to design the project budget:

- Programme guidelines and FAQs
- Budget template
- Grant Agreement or Grant Contract (template) + General conditions that would run the project in case the draft proposal is selected
- Other annexes as templates, etc.

Call helpdesk!!!!

Essential document:

PROJECT PROPOSAL



II. COMMON BUDGET HEADINGS

1. STAFF COST
2. TRAVEL COST
3. EQUIPMENT
4. OTHER COST
5. **INDIRECT COST**
6. TOTAL PROJECT COST
7. FINANCING

DIRECT COSTS

Max. depending on the call!!!!



1. STAFF COSTS

Main Characteristics:

- Staff costs per categories (depending on the programme) (Gross Salary, Social Charges and statutory costs included)
 - Salary defined by the working tasks foreseen in the project
 - Person *month/days* cannot be higher than what is stated in the Programme rules (always check annexes) *
 - Always follow the coordinator/partner remuneration policy

Steps:

1. To know all your partners daily/monthly costs (categories)
2. Define all partner's effort for each project activity
3. Calculate the staff costs



STEP 1: To find out the daily/monthly salary cost of each partner

- Check the monthly salary cost of each partner: Monthly Salary + Social Charges
- Define the salary per each category (usually technical & administrative staff) or real costs per person (depending on the programme)
- Not all partners have all categories, check first with each partner
- Find out hours per month and hours per year for each partner

1 person/month = 1 person working full time during 1 month

P/M -> hours per month & year !!!!



STEP 2: To define the effort that each partner must devote to the project activity

| | | PERSON MONTHS | | | | | | | | Total |
|-------------------|------------|---------------|------|---------|------|-------|------|----------|------|-------|
| | | RWANDA | | BURUNDI | | KENYA | | TANZANIA | | |
| | | ADMIN | TEC | ADMIN | TEC | ADMIN | TEC | ADMIN | TEC | |
| DEV | ACTIVITY 0 | | 2,5 | | 2,5 | | 2,5 | | 2,5 | 10 |
| DEV | ACTIVITY 1 | | 7 | | 7 | | 7 | | 7 | 28 |
| QUALI / DIS (15%) | ACTIVITY 2 | | 2 | | 2 | | 2 | | 2 | 8 |
| MANAG (10%) | ACTIVITY 3 | 0,2 | 1 | 0,2 | 1 | 0,2 | 1 | 0,2 | 1 | 4,8 |
| | | 0,2 | 12,5 | 0,2 | 12,5 | 0,2 | 12,5 | 0,2 | 12,5 | 50,8 |



STEP 3: To calculate the Staff Cost

| PARTNER UNIV. | STAFF COST | STAFF COST | | | | | | | | |
|---------------|------------|------------|--------|---------|--------|--------|--------|----------|--------|-----------|
| | | RWANDA | | BURUNDI | | KENYA | | TANZANIA | | |
| | | ADMO | TEC | ADMO | TEC | ADMO | TEC | ADMO | TEC | |
| | | 500 | 1000 | 500 | 1000 | 500 | 1000 | 600 | 1200 | |
| | ACTIVITY 0 | 0 | 2.500 | 0 | 2.500 | 0 | 2.500 | 0 | 3.000 | 10.500,00 |
| | ACTIVITY 1 | 0 | 7.000 | 0 | 7.000 | 0 | 7.000 | 0 | 8.400 | 29.400,00 |
| | ACTIVITY 2 | 0 | 2.000 | 0 | 2.000 | 0 | 2.000 | 0 | 2.400 | 8.400 |
| | ACTIVITY 3 | 100 | 3.000 | 100 | 3.000 | 100 | 3.000 | 120 | 1.2000 | 4.620 |
| | | 100 | 12.500 | 100 | 12.500 | 100 | 12.500 | 120 | 15.000 | |
| | | 12.600 | | 12.600 | | 12.600 | | 15.120 | | 52.920,00 |



2. TRAVEL & SUBSISTANCE COSTS

Main Characteristics:

- Beneficiaries: staff members that works at the partner institutions
- Funded activities: trainings, project management meetings, dissemination activities, etc.
- Prior EC authorisation: for travel expenses related to travels done to countries not covered by the project

Steps:

1. To define which activities implies a travel
2. When and where the travel will take place
3. Total number of travel flows per activity: total number of participants per each partner institution
4. Travel duration



2. TRAVEL COSTS & PER DIEM

Travel Cost:

- Define the unitary cost for each type of mobility
- Travel Cost should cover all costs from point of origin (home) to final destination (meeting place) by any means of transport (train, bus, taxi, flight, etc.)
- Other Costs that are also included: airport taxes, travel insurance
- Cheapest mean of transport!

Per diems:

- Usually is a Flat rate suggested & approved by the EC
- Includes: subsistence cost, accommodation, daily transportation costs, etc.



STEP 1: To compile all the Key Info

- What? Definition of the activity
- When? See project calendar
- Where? In which partner institution
- Who? Number of participants
- Duration = number of meeting days

| | PARTICIPANTES | | | | | TOTAL | DAYS |
|------------|---------------|---------|-------|----------|---|-------|------|
| | RWANDA | BURUNDI | KENYA | TANZANIA | | | |
| ACTIVITY 0 | | | | | | | |
| ACTIVITY 1 | 2 | 2 | | 2 | 6 | 5 | |
| ACTIVITY 2 | 2 | 2 | 2 | | 6 | 5 | |
| ACTIVITY 3 | | 2 | 2 | 2 | 6 | 5 | |
| ACTIVITY 4 | 2 | | 2 | 2 | 6 | 5 | |



STEP 2: To calculate the travel and Subsistence Cost

| | DIETAS | | | | |
|---------|--------------|--------------|--------------|--------------|---------------|
| | RWANDA | BURUNDI | KENYA | TANZANIA | TOTAL |
| ACT.0 | | | | | |
| ACT.1 | 2.000 | 2.000 | | 2.000 | 6.000 |
| ACT.1.1 | 2.000 | 2.000 | 2.000 | | 6.000 |
| ACT.1.2 | | 2.000 | 2.000 | 2.000 | 6.000 |
| ACT.1.3 | 2.000 | | 2.000 | 2.000 | 6.000 |
| | 6.000 | 6.000 | 6.000 | 6.000 | 24.000 |

| | |
|----------|-----|
| PER DIEM | 200 |
|----------|-----|

| | TRAVEL | | | | |
|---------|--------------|--------------|--------------|--------------|---------------|
| | RWANDA | BURUNDI | KENYA | TANZANIA | TOTAL |
| ACT.0 | | | | | |
| ACT.1 | 2.000 | 2.000 | | 2.000 | 6.000 |
| ACT.1.1 | 2.000 | 2.000 | 2.000 | | 6.000 |
| ACT.1.2 | | 2.000 | 2.000 | 2.000 | 6.000 |
| ACT.1.3 | 2.000 | | 2.000 | 2.000 | 6.000 |
| | 6.000 | 6.000 | 7.000 | 9.000 | 24.000 |

| | |
|-------|----------|
| EA/EU | 1.500 € |
| EU/EA | 1.500 € |
| EA/EA | 1.000 € |
| EU/EU | 600 € |
| Local | 150-400€ |



3. EQUIPMENT

Main Characteristics:

- Relevant for the completion of project objectives
- Limited amount, as stated in the budget
- Equipment usually covers: books, fax, photocopier machine, software, laptops, PC's, video projector, installation costs, maintenance and transport, etc.
- The beneficiary and responsible of the equipment – Partner Institution



4. OTHER COST

Main Characteristics:

- Usually includes: organizational costs (meetings, workshops..), rental of exhibition space, conference fees, project web design, translation, audit costs, bank charges, etc.

Steps:

- Think wisely which other costs are really needed for a specific activity
- Avoid unnecessary costs.



5. PRINTING

Main Characteristics:

- Usually includes: printing of dissemination materials (leaflet, posters..), publications, reports, etc.

Steps:

- Think wisely which printing costs are really needed for a specific activity
- Avoid unnecessary costs.



6. INDIRECT COSTS

Depending on the call!!!!

% of the Total Direct Costs

Type of costs: Water, electricity bills, office supplies, etc.

How is usually calculated:

$$\sum (\text{Staff Cost} + \text{travel} + \text{equipment} + \text{printing} + \text{other cost})$$



Max. % of the Eligible Costs

(% established in the call guidelines)



7. TOTAL PROJECT COST

$$\Sigma (\text{Staff Cost} + \text{travel} + \text{equipment} + \text{printing} + \text{other cost} + \text{Indirect Costs})$$

Total Project Costs



8. FINANCING

Types of Funding

Total project Costs

1.000.000€ (100%)



EC Funds

Consortium

800.000€ (80%)

200.000€ (20%)

TEMPUS 90%

EDULINK+ACP: 85%

OTHER PROGRAMMES: 75%-100%



SELF-EVALUATION WHEN SUBMITTING A PROJECT PROPOSAL (BUDGET)

- Does the relation between the total estimated costs and the project expected results make sense?
- Are the foreseen expenses really needed in order to develop a project activity?
- Are all project activities represented by the project budget?

REALISTIC BUDGET
good relation COST - EFFECTIVENESS



COMMON MISTAKES

Common mistakes if we fulfil the budget data directly into the form:

- To overvalue the project cost
- To undervalue the project costs
- To forget necessary costs

In order to prepare a REALISTIC and CHEAP budget

Templates!!



BUDGET TEMPLATE

- The budget is develop in a separate file (Excel file)
- The budget is detailed by including several budget lines
 - Categories of staff cost, number of working months (per each partner)
 - Tasks to be subcontracted
 - Travels: number of flows / destination + per diem
 - Equipment
 - Printing
 - Other Cost



III. UA METHODOLOGY

- **Working document (template)**
 - An Excel file
 - Each project budget should be design in one excel template
 - EC template integrated in the working template
 - Each budget line (or WP, depending on the size of the project) should be breakdown in a single excel sheet
 - Use double entry – system: activities – partners or budget headings – partners
- **When we start working the project budget?**
 - Partnership is closed
 - Drafting project is completed



MAIN CONCLUSIONS

- Supporting documents
- Templates! Detailed budget
- Work out the budget together with the person that drafted the project idea
- Get familiarised with the project activities
- Budget = realistic and cost-effectiveness



IV. UA TIPS ON HOW TO MANAGE THE BUDGET FUNDS

As a Project Coordinator – Centralized Management of the Total Project Funds

As a Project Partner – Check the budget & Tasks (KICK-OFF)



OUR USUAL DRAFT PROPOSAL TIMING AND ROLES

New published Call!!!

How we organize our work when drafting?

UA Case Study



HOW WE DISTRIBUTE THE WORK LOAD (ROLES)

Depending on the total number of project proposal to be submitted and UA's role in each project proposal = Work Team

Roles: Project Manager (technical) / Financial Manager / Administrative

Define roles & responsibilities:

- Project Manager: Only Drafting Proposal!
- Financial Manager: Budget
- Administrative: Contact partners, gather docs, and assemblies the project proposal

Regular Meetings (weekly, etc.) All the team!!!

We all share the responsibility! Work performance must be perfect!

No one can fail!



HOW WE ORGANIZE THE PROJECT PARTNERS

Identify the right person (Technical / Administrative Staff)

Start well in advance!!!

Short deadlines – Avoid last minute documents!

Daily Mail and Phone contact

All partners must understand from the beginning what is expected from them!! All partners also shares the reponsability of submitting the required info and docs!!!



COMMON RISKY SITUATIONS

Internal:

- Submission: Online
- Wrong Deadline (Online, never the last day)
- We compile all partner's info and docs and ours is missing!
- Lack of internal coordination
- Overlapping – Gaps (Tasks)
- Max number of characters (working on the on-line vs word doc.)
- Type of project and different requirements (i.e. Structural Measure y Joint Projects).

External:

-Mistakes at Partnership Statement (signature, stamps.... Ask for a Pdf version before sending the original!!)



V. PARTICIPANT PORTAL

<http://ec.europa.eu/research/participants/portal>

- The **Participant Portal** is the single gateway to funding-related interactions between applicants and the Commission/Agencies
- New ways of presenting calls
- New ways of presenting documentation and guidance
- New integrated Grant Management System
- Paperless exchanges – no more blue ink signatures



V. PARTICIPANT PORTAL

RESEARCH & INNOVATION
Participant Portal

European Commission > Research & Innovation > Participant Portal > Home

HOME FUNDING OPPORTUNITIES HOW TO PARTICIPATE EXPERTS SUPPORT Search PP LOGIN REGISTER

Horizon 2020 Funding

Starting from 1/1/2014

On this site you can find and secure **funding** for projects under the following EU programmes:

- 2014-2020 Horizon 2020 – research and Innovation framework programme
- 2007-2013 7th research framework programme (FP7) and Competitiveness & Innovation Programme (CIP)
- Research Fund for Coal & Steel, COSME, 3rd Health Programme, Consumer Programme

Non-registered users

- search for funding
- read the H2020 Online Manual & download the legal documents
- check if an organisation is already registered
- contact our support services or check our FAQs

Registered users

- submit your proposal
- sign the grant
- manage your project throughout its lifecycle
- register as expert advising the Commission

WHAT'S NEW? FUNDING OPPORTUNITIES HOW TO PARTICIPATE WORK AS AN EXPERT MY PERSONAL AREA INFORMATION AND SUPPORT



V. PARTICIPANT PORTAL

The information needed is the following:

- 1- **PIC** number of all partners: institution registered, documentation uploaded and official documents (DECLARED vs VALIDATED)
- 2- **Contact Person** and **email** of the person responsible of administrative issues in the participant portal (this person must have an **ECAS** account)
<http://ec.europa.eu/research/participants/data/support/manual/urf.pdf>
- 3- Other documentation depending on the call



WHAT IS “ECAS”?

ECAS
Single sign-on
(1 ECAS account = 1 e-mail
address = 1 person)

ECAS means **E**uropean **C**ommission **A**uthentication **S**ystem. It is the system for logging on to a whole range of web sites and online services run by the Commission.

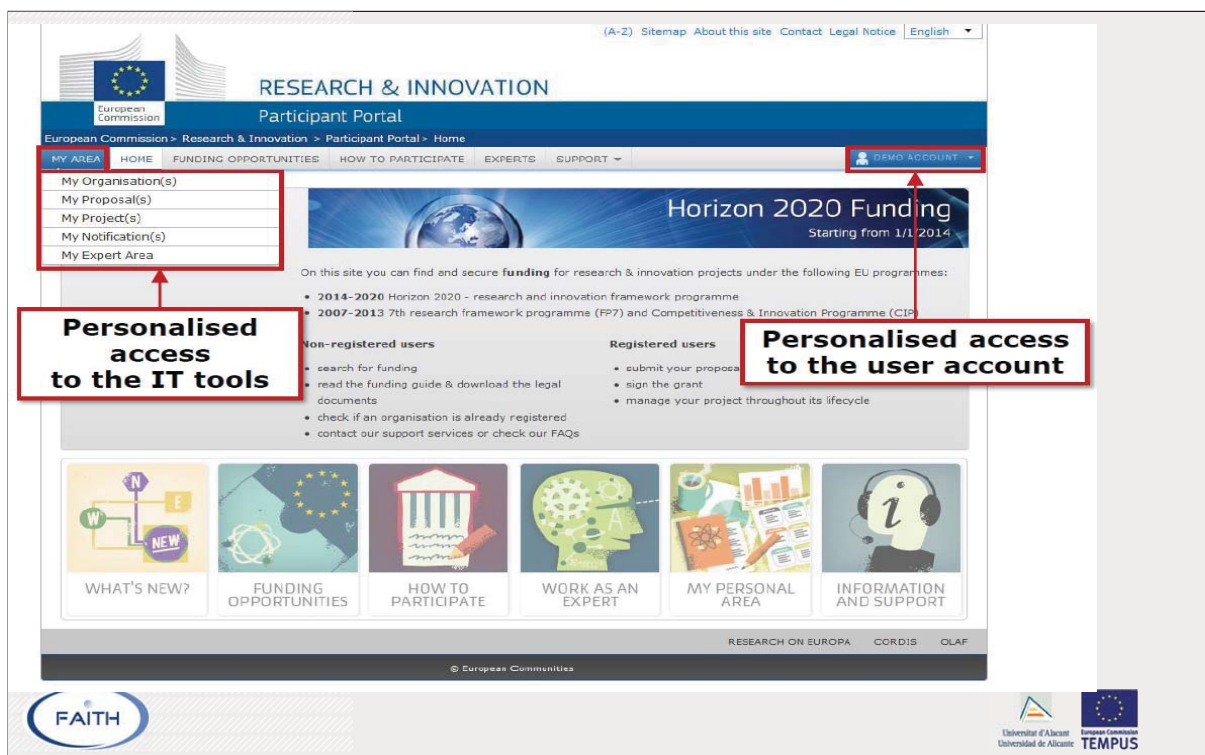
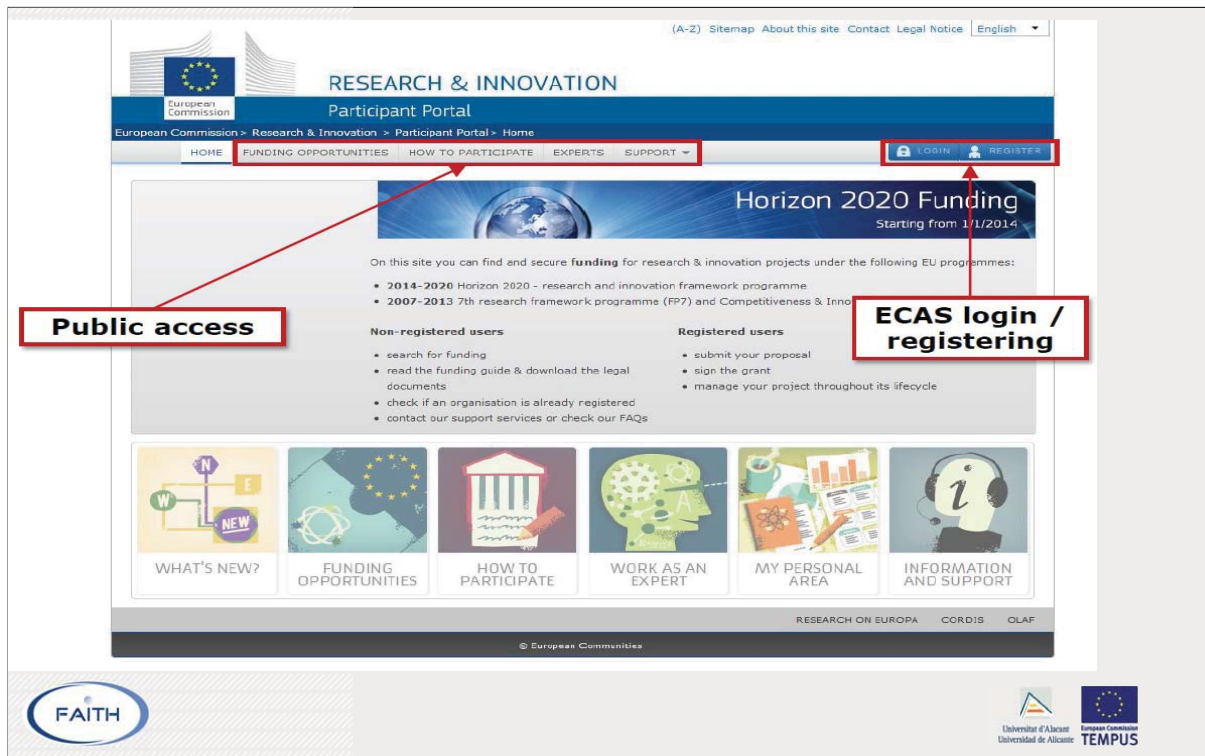
This ensures a **secure, “single sign-on” approach**:

1 person = **1** e-mail address = **1** ECAS account.



The creation of an ECAS account is free and easy.





PARTICIPANT PORTAL SERVICES: OVERVIEW

Funding Opportunities

How to Participate

Experts

Support

My Organisation(s)

My Proposal(s)

My Project(s)

My Notification(s)

My Expert Area

Personalised services

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European Commission
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(A-Z) Sitemap About this site Contact Legal Notice English

How to register for an ECAS account?

SEARCH & INNOVATION

Participant Portal

European Commission > Research & Innovation > Participant Portal > Home

HOME FUNDING OPPORTUNITIES HOW TO PARTICIPATE EXPERTS SUPPORT LOGIN REGISTER

Horizon 2020 Funding

Starting from 1/1/2014

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WHAT'S NEW? FUNDING OPPORTUNITIES HOW TO PARTICIPATE WORK AS AN EXPERT MY PERSONAL AREA INFORMATION AND SUPPORT

RESEARCH ON EUROPA CORDIS OLAF

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EUROPEAN COMMISSION AUTHENTICATION SERVICE (ECAS) External

EUROPA > Authentication Service > Sign Up

Login New password **Sign Up** Help

! Is the selected domain correct? External [Change it](#)

Sign Up

[Help for external users](#)

Choose a username

First name *

Last name *

E-mail *

Confirm e-mail *

E-mail language * English (en)

Enter the code *

Privacy statement: by checking this box, you acknowledge that you have read and understood the [privacy statement](#) *

Sign up

* Required fields

The ECAS User Registration Form opens

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EUROPEAN COMMISSION AUTHENTICATION SERVICE (ECAS) External

EUROPA > Authentication Service > Sign Up

Login New password **Sign Up** Help

! Is the selected domain correct? External [Change it](#)

Sign Up

[Help for external users](#)

Choose a username

First name *

Last name *

E-mail *

Confirm e-mail *

E-mail language * English (en)

Fill in the "E-mail" field using your individual professional email address.

Note: the e-mail is the main identifier (1 person = 1 e-mail address = 1 ECAS account)

No functional e-mail address!

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EUROPEAN COMMISSION AUTHENTICATION SERVICE (ECAS)
External

EUROPA > Authentication Service > Sign Up

Login New password **Sign Up** Help

! Is the selected domain correct? External [Change it](#)

Sign Up

[Help for external users](#)

Choose a username

First name *

Last name *

E-mail *

Confirm e-mail *

E-mail language * English (en)

Enter the code *

Fill in the "Security check" field

* Required fields

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EUROPEAN COMMISSION AUTHENTICATION SERVICE (ECAS)
External

EUROPA > Authentication Service > Sign Up

Login New password **Sign Up** Help

! Is the selected domain correct? External [Change it](#)

Sign Up

[Help for external users](#)

Choose a username

First name *

Last name *

E-mail *

Confirm e-mail *

E-mail language * English (en)

Enter the code *

Tick the check box and click on "Sign up"

Privacy statement: by checking this box, you acknowledge that you have read and understood the [privacy statement](#)

* Required fields

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European Commission
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Contact | Privacy Statement | English (en)

EUROPEAN COMMISSION AUTHENTICATION SERVICE (ECAS)
External

EUROPA > Authentication Service > Sign Up

Login New password **Sign Up** Help

! Is the selected domain correct? **External** [Change it](#)

Sign Up

Thank you for registering, you will receive an e-mail allowing you to complete the registration process.

Last update: 26/09/2012 (3-1.5-m) | 4855 ms | [Top](#)

Check your mailbox, a confirmation e-mail will arrive within a few minutes.

This process must be completed within 1 hour and a half after the original request.

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Click on the link in the confirmation e-mail to be redirected to the Password initialisation page of ECAS

Dear ~~XXXXXXXXXXXX~~

You have been registered in ECAS, the European Commission AuthenticationService.

Your user name is ~~XXXXXXXXXX~~

To create your password, click:

[this link](#)

You have a maximum of 1h30, starting from the time that this message was sent, to create your password, but you are encouraged to do so immediately if possible. After this time, you can make another request by following the same link: you will then need to re-enter your username and confirm your request.

If the above link does not work, you can copy the following address (make sure the complete address is copied!) and paste it into your browser's address bar: <https://webgate.ec.europa.eu/cas/init/initialisePasswordLogin.cgi?wayf.domain=external&wayf.remember=checked&wayf.submit=Select&uid=naccouec&resetCode=zMNYdvwQQHtk1IzWYPjID04pdtu9yqBZzcksdAfy>

Whenever you login, please choose the domain "External", not "European Commission".

Instead of replying to this message, if you have a problem, please follow the help or contact information on the site where you were trying to register.

Sent to you by ECAS - European Commission Authentication Service

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The screenshot shows the 'New password' page of the European Commission Authentication Service (ECAS). The page includes the ECAS logo, navigation links (Login, New password, Sign Up, Help), and a form with fields for Username, New password, and Confirm new password. A red callout box on the right contains the text: **Create a new password and click on "Submit"**. Below the form, there are instructions on password requirements and a 'Submit' button.

The screenshot shows the 'New password' page of the European Commission Authentication Service (ECAS) after a successful password change. The page displays the message: **Your ECAS password was successfully changed.** and a 'Proceed' button. A red callout box at the bottom contains the text: **Your new ECAS password is successfully created. You can now log in to the Portal. Important: ECAS credentials are strictly confidential!**

RESEARCH & INNOVATION
Participant Portal

European Commission > Research & Innovation > Participant Portal > Home

HOME FUNDING OPPORTUNITIES HOW TO PARTICIPATE EXPERTS SUPPORT

LOGIN REGISTER

Horizon 2020 Funding

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- **2007-2013** 7th research framework programme (FP7) and Competitiveness & Innovation Programme (CIP)

Non-registered users

- search for funding
- read the funding guide & download the legal documents
- check if an organisation is already registered
- contact our support services or check our FAQs

Registered users

- submit your proposal
- sign the grant
- manage your project throughout its lifecycle

WHAT'S NEW? FUNDING OPPORTUNITIES HOW TO PARTICIPATE WORK AS AN EXPERT MY PERSONAL AREA INFORMATION AND SUPPORT

RESEARCH ON EUROPA COORDIS OLAF

© European Communities

Login with your ECAS account

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European Commission
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EUROPEAN COMMISSION AUTHENTICATION SERVICE (ECAS)
External

EUROPA > Authentication Service > Login

Login New password Sign Up Help

Login

Not registered yet

Is the selected domain correct?
External @tempus.it

Username or e-mail address

Password

More options...

Login! Lost your password?

* Required fields

Or log in with your

Mobile phone Token eID

Last update: 26/09/2012 (3.1.5-m) | 7 ms | Top

Make sure the selected domain is "External"

Enter your username or e-mail address and your password

Click on the "Login!" button

The Login page (ECAS authentication) appears

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RESEARCH & INNOVATION
Participant Portal

European Commission > Research & Innovation > Participant Portal > Home

MY AREA HOME FUNDING OPPORTUNITIES HOW TO PARTICIPATE EXPERTS SUPPORT DEMO ACCOUNT

My Organisation(s)
My Proposal(s)
My Project(s)
My Notification(s)
My Expert Area

Horizon 2020 Funding
Starting from 1/1/2014

On this site you can find and secure **funding** for research & innovation projects under the following EU programmes:

- 2014-2020 Horizon 2020 - research and innovation framework programme
- 2007-2013 7th research framework programme (FP7) and Competitiveness & Innovation Programme (CIP)

Non-registered users

- search for funding
- read the funding guide & download the legal documents
- check if an organisation is already registered
- contact our support services or check our FAQs

Registered users

- submit your proposal
- sign the grant
- manage your project throughout its lifecycle

WHAT'S NEW? FUNDING HOW TO WORK AS AN MY PERSONAL INFORMATION REPORT

**You are now logged in to the Participant Portal.
Depending on their roles (IAM),
users will have access to different services.**

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PERSONALISED SERVICES

The Participant Portal allows each user to have access to a personalised space, based on 3 main elements:

Each user is supposed to have a **unique ECAS account**, which is the **unique identifier for persons** (linked to their professional email address).

Each ECAS account is linked to one (or more) **PIC number(s)**, which are the **unique identifier for organisations**.

Each ECAS account is linked to all the roles that the user has in projects and/or organisations through IAM. **One user can have as many roles as necessary.**



THE NOMINATION PROCESS: “ORIGINAL ROLES”

Some roles are automatically provisioned in the early stages of the Project (“original roles”) as follows:

The **proposal initiator in the proposal submission phase** will automatically be recognised by the Commission as the **Primary Coordinator Contact**.

The **contact persons of the participating organisations** identified during **proposal submission** will become **Participant Contacts** at the beginning of negotiations.

The **LEAR (Legal Entity Appointed Representative)** is validated by the **Commission** during the validation process of his/her organisation.



PARTICIPANT PORTAL SERVICES: AFTER LOGIN

My Organisation(s)

1. Registration of organisations

- **The person registering the data (Self-Registrant) receives online the PIC number for his/her organisation.**
- **Participants are encouraged to register their organisations as soon as possible before drafting a proposal.**
- **Possibility to register an organisation on behalf of someone else.**
- **Management of multiple PICs is possible.**

2. Access to organisation-related data

3. Update of organisation's data



The screenshot shows the 'Beneficiary Register' page on the Participant Portal. The main heading is 'Beneficiary Register' with a sub-link for 'H2020 ONLINE MANUAL'. The text explains that the Commission has an online register for beneficiaries and that users need to be registered with a 9-digit Participant Identification Code (PIC). A search bar asks 'Is your organisation already registered? Search PIC'. Below this, there is a 'REGISTER ORGANISATION' button highlighted with a red box. The page also includes instructions on how to register and a 'Confirm' button to submit the registration.

The screenshot shows the 'PIC NUMBER' confirmation page. The main heading is 'PIC NUMBER'. On the left, a blue sidebar titled 'Next steps' provides instructions on how to use the PIC number for communication and how to modify data. The main content area is a green box titled 'You have registered the following data for this organisation:'. It lists the following information:

| | |
|------------------------------|---|
| Legal Name | Demo Organisation |
| Legal Address | Square Frère Orban 4, Brussels, Belgium |
| VAT | BE123456789 |
| Business Registration Number | 321456789 |

 Below this table, the PIC number '948745652' is displayed and highlighted with a red box. At the bottom, it says 'Thank you for using the Participant Portal'.

PARTICIPANT PORTAL SERVICES: AFTER LOGIN

My Project(s)

1. Access to the list of projects the user is involved in
2. Access to the project-related services:
 - Grant preparation
 - Amendments
 - Reporting tools
3. View of the consortium's roles for a given project
4. Grant/revoke roles for a given project (provided the user has the authorisation to do so)



The screenshot shows the 'My Projects' section of the Participant Portal. A legend at the bottom identifies icons for various actions: AA (Access Amendment), AN (Access Negotiation), MP (Manage Project), FR (Financial Reporting), PR (Periodic Reporting), RD (Reporting & Deliverables), and RB (Project Consortium). A table lists two projects:

| ACRONYM | CALL | PROC | PROJECTID | ROLES | PHASE | ACTIONS |
|---------|-------------------|-------|-----------|-------|------------------|---------|
| DEMO1 | FP7-TEST-CALL-1 | FP7 | 200000 | RB | GRANT_MANAGEMENT | FR, RB |
| DEMO2 | H2020-TEST-CALL-1 | H2020 | 200001 | RB | GRANT_MANAGEMENT | MP |

Annotations on the screenshot include:

- View Project details with basic data, abstract and list of participants**: Points to the project list table.
- Access the Consortium screen**: Points to the 'RB' role icon in the table.
- Access the available tools for each project**: Points to the 'FR', 'RB', and 'MP' action icons in the table.

www.EU-JordanNet.eu

Logos for Universitat d'Alacant, Universidad de Alicante, and European Commission TEMPUS.

The screenshot shows the 'RESEARCH & INNOVATION Participant Portal' interface. A navigation menu on the left includes 'My Organisation(s)', 'My Proposal(s)', 'My Project(s)', 'My Notification(s)', and 'My Expert Area'. The main content area displays a list of roles for a project, including 'COORDINATOR Organisation - Test Organisation 1' and several 'BENEFICIARY Organisation' entries. Each role entry has an 'EDIT ROLES' button. A red box highlights the 'EDIT ROLES' button for the Coordinator role, with a callout stating: 'Edit roles (Only if you are Primary Coordinator Contact, Coordinator Contact or Participant Contact)'. Another red box highlights the 'View the organisation's basic details and full list of project roles' text, which points to the list of roles. The bottom of the page features the FAITH logo, the URL www.EU-JordanNet.eu, and logos for the Universitat d'Alicant and the European Commission.

PARTICIPANT PORTAL SERVICES: AFTER LOGIN

My Notification(s)

1. View all personal notifications for the services of the Participant Portal

- Examples: change of roles, forms ready to be signed, availability of e-receipts, etc.

Thank you!
VISIT US ON
www.tempus-faith.eu

Any Questions???
Thanks for you attention!!!

noelia.lopez@ua.es



University place Management

Based on the development of the white paper, which describes per-capita funding as a possible model for financing Kosovan Higher Education Institution, the topic of the training workshop WS5 (Prizren, September 2015) was designed to focus on the management of study places at Higher Education Institutions. The workshop gives attention to the question on how to effectively manage the student capacities of Higher Education Institutions and how to calculate the number of study places of study programs. EU partners introduced the calculation methodology that is used at German Universities. Besides that, the second focus of the input was the question on how to determine the costs of one study place.

In the practical part of the workshop participants were asked to do sample capacity calculations for study programs of Kosovan partner Institutions.

| Materials | Author | Page |
|--|---------------|-------------|
| The methodology of calculation student capacities at German Universities | Jörg Hormann | 332 |
| Learner centered Educational Management | Luis Ramos | 354 |

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FAITH

The methodology of calculating student capacities at German Universities

Jörg Hormann, Assistant of the Vice-president for planning and strategy

FAITH, 5th Workshop, Prizren, 08 September 2015



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SAARLANDES

Calculating student capacities - Agenda


Tempus



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1. Introduction
2. Basic Principles – Economic Theory
3. The Supply of teachings
4. The Demand for teachings
 - Curricular values
 - Standard group sizes
5. Loss of students: drop out
6. Multiple study programs
7. More applications
8. Summary

FAITH, 5th Workshop, Prizren


Seite 2



 Introduction


 

- Legal Situation in Germany
 - Strict regulations (by law) for setting up admission limits
 - Admission limits must always be based on maximum capacities
 - All Higher Education Institution must do capacity calculations if they want to set up admission limits
 - Rejected applicants can sue HEIs → HEIs have to prove that their calculations are correct!
- Methodology of Capacity Calculation
 - Developed in the 1970s
 - Calculation of capacities on the basis of available academic staff
 - only marginal consideration of other limiting factors (e.g. rooms)
 - Calculation model with medium-level abstraction
 - Easy to use, but partly away from reality

FAITH, 5th Workshop, Prizren Seite 3


 Basic Principles – Economic Theory



 

SUPPLY (S)  DEMAND (D)

S = D
(Economic equilibrium)

FAITH, 5th Workshop, Prizren Seite 4


 Basic Principles – Economic Theory

(1) $S = D$


(2) $D = d * N$



The total demand (D) is composed of:
- the demand of one person (d)
- multiplied by the number of persons (N)



(3) $S = d * N$

FAITH, 5th Workshop, Prizren Seite 5

 Basic Principles – Capacity of a study program

  Calculation of student capacities: Basic formula

$$N = \frac{S}{d}$$

N: Maximum number of students
S: Total supply of teachings
d: Demand for teachings of one student

FAITH, 5th Workshop, Prizren Seite 6

Economic Theory – Ice-cream Example

1st assumption:

There is a total supply (S) of Ice-cream of 10 kg

2nd assumption:

One child needs 0,1 kg of Ice-cream to be happy
(= demand of one person d)

HOW MANY CHILDREN CAN YOU MAKE HAPPY ?

Solution:

$$S = d \times N \Rightarrow N = \frac{S}{d} = \frac{10 \text{ kg}}{0,1 \text{ kg}} = 100 \text{ Children}$$

FAITH, 5th Workshop, Prizren
Seite 7

Basic Principles – Economic Theory

Economic good:
Teaching hours

SUPPLY (S)

DEMAND (D)

S = D

→ Capacities are fully utilized!

Supply of teachings:
Total number of hours, that can be provided by teaching staff

Demand for teachings:
Number of hours needed by all enrolled students in order to graduate

FAITH, 5th Workshop, Prizren
Seite 8

The supply of teachings

Total Supply of teachings
= Total number of hours provided by teaching staff

Basis: One academic unit (e.g. Faculty)

Example: Faculty of Economics, University of Pristina

| Category | Headcount | Teaching obligation | Total supply |
|----------------------------------|-----------|---------------------|-----------------|
| Regular Professors | 12 | 10 hrs. | 120 hrs. |
| Associated Professors | 17 | 10 hrs. | 170 hrs. |
| Assistant Professors | 16 | 10 hrs. | 160 hrs. |
| Assistants | 20 | 5 hrs. | 100 hrs. |
| TOTAL SUPPLY OF TEACHINGS | | | 550 hrs. |

FAITH, 5th Workshop, Prizren
Seite 9

The supply of teachings

Calculation of student capacities: Basic formula

$$N = \frac{550 \text{ hrs.}}{d}$$

N: Maximum number of students

✓ *S: Total supply of teachings*

d: Demand for teachings of one student

FAITH, 5th Workshop, Prizren
Seite 10

The demand for teachings

How many teaching hours does ONE STUDENT consume in order to pass a study program until graduation?

Example:
 Lecture: Mikroekonomika I
 Duration: 3 hours
 Standard group size: 100 students

All students consume 3 hours of teachings

Professor provides 3 hours of teachings

How many hours does one student consume?

$$d_{Mikroekonomia\ I} = \frac{Hours}{group\ size} = \frac{3\ hrs.}{100} = 0,03\ hrs$$

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Seite 11

The demand for teachings – Curricular Value

| Ekonomiks | | | | | |
|---------------------------|---------------------------|-------|------|------------|-----------------------|
| Viti parë – Semestri parë | | | | | |
| Nr. | Lënda | Orë | ECTS | Obligative | Profesori |
| 1 | Mikroekonomia I | 3+2+0 | 8 | 1 O | Dr.Florentina Xhelili |
| | | | | | Dr.Drita Konxheli |
| | | | | | Dr.Isa Mustafa |
| | | | | | Dr.Ramiz Livoreka |
| | | | | | Dr.Mrika Kotorri |
| 2 | Matematika për ekonomistë | 3+2+0 | 8 | 1 O | Dr. Gazmend Qorraj |
| | | | | | Dr. Ajet Ahmeti |
| 3 | Informatika | 1+1+1 | 5 | 1 O | Dr.Nimete Berisha |
| | | | | | Dr.Aferdita Berisha |
| | | | | | Dr.Vehbi Rama |
| 4 | E drejta biznesore | 2+1+0 | 5 | 1 O | Dr.Ferid Idrizi |
| | | | | | Dr.Armand Krasniqi |
| | | | | | Dr.Arberesha Raça |
| 5 | Gjuhë e huaj I-angleze | 1+1+0 | 4 | 1 O | Dr. Mazllum Baralihu |
| | Gjuhë e huaj I-gjermane | | | | Dr. Shpresa Hoxha |
| | | | | | Mr.Halil Asllani |
| Totali | | | | | 30 |

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The demand for teachings – Curricular value

How many teaching hours does ONE STUDENT consume in order to pass a study program until graduation?

One student would need to pass all courses scheduled in the curriculum of the study program:

$$d_{Mikroekonomia I} = \frac{Hours}{group\ size} = \frac{3\ hrs.}{100} = 0,03\ hrs$$

+

$$d_{Matematika\ për\ ekonomistë} = \frac{Hours}{group\ size} = \frac{3\ hrs.}{100} = 0,03\ hrs$$

+

$$d_{Informatika} = \frac{Hours}{group\ size} = \frac{1\ hrs.}{100} = 0,01\ hrs$$

+

...

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The demand for teachings – Curricular value

How many teaching hours does ONE STUDENT consume in order to pass a study program until graduation?

One student would need to pass all courses scheduled in the curriculum of the study program:


The sum of these quotients of all academic courses of a study program is called the

CURRICULAR VALUE (CV)


of the study program.

This value expresses the total consumption of teaching hours of ONE STUDENT to pass the study program


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| The demand for teachings – Curricular Value | | | | | |
|---|---------------------------|-------|------|------------|--|
|  | | | | | |
| Ekonomiks | | | | | |
| Viti parë – Semestri parë | | | | | |
| Nr. | Lënda | Orë | ECTS | Obligative | Profesori |
| 1 | Mikroekonomia I | 3+2+0 | 8 | 1 O | Dr.Florentina Xhelili Dr.Drita Konxheli Dr.Isa Mustafa Dr.Ramiz Livoreka Dr.Mrika Kotorri Dr.Gazmend Qorraj |
| 2 | Matematika për ekonomistë | 3+2+0 | 8 | 1 O | Dr. Ajet Ahmeti Dr.Nimete Berisha |
| 3 | Informatika | 1+1+1 | 5 | 1 O | Dr.Afërdita Berisha Dr.Vehbi Rama Dr.Ferid Idrizi |
| 4 | E drejta biznesore | 2+1+0 | 5 | 1 O | Dr.Armand Krasniqi Dr.Arberesha Raça Dr. Mazllum Baraliu |
| 5 | Gjuhë e huaj I-angleze | 1+1+0 | 4 | 1 O | Dr. Shpresa Hoxha |
| | Gjuhë e huaj I-gjermane | | | | Mr.Halil Asllani Dr.Sadete Pllana Mr.Arlinda Kotorri |
| Totali | | | 30 | | |

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| The demand for teachings – Curricular Value | | | | | | | | |
|---|----------|-----------------------------------|--------------------|-----------------------|-----------------|-------|------------|------------------|
|  | | | | | | | | |
| Calculation of the curricular value of a complete study program: | | | | | | | | |
| | A | B | D | E | F | G | H | I |
| 1 | Semester | Course | Type | Compulsory / Elective | student portion | Hours | Group Size | Curricular value |
| 2 | 1 | Mikroekonomia I | Lecture | C | 100% | 3 | 100 | 0,0300 |
| 3 | 1 | Mikroekonomia I | Exercise course | C | 100% | 2 | 20 | 0,1000 |
| 4 | 1 | Matematika për ekonomistë | Lecture | C | 100% | 3 | 100 | 0,0300 |
| 5 | 1 | Matematika për ekonomistë | Exercise course | C | 100% | 2 | 20 | 0,1000 |
| 6 | 1 | Informatika | Lecture | C | 100% | 1 | 100 | 0,0100 |
| 7 | 1 | Informatika | Exercise course | C | 100% | 1 | 20 | 0,0500 |
| 8 | 1 | Informatika | Practical training | C | 100% | 1 | 15 | 0,0667 |
| 9 | 1 | E drejta biznesore | Lecture | C | 100% | 2 | 100 | 0,0200 |
| 10 | 1 | E drejta biznesore | Exercise course | C | 100% | 1 | 20 | 0,0500 |
| 11 | 1 | Gjuhë e huaj I-angleze / gjermane | Lecture | C | 100% | 1 | 100 | 0,0100 |
| 12 | 1 | Gjuhë e huaj I-angleze / gjermane | Exercise course | C | 100% | 1 | 20 | 0,0500 |
| 80 | ... | ... | ... | ... | ... | ... | ... | ... |
| 81 | | | | | | | SUM | 2,3587 |

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 Standard group sizes



  The use of standard group sizes is an important input parameter for the calculation of capacities!

- The group sizes have a strong influence on the result of the calculation
- The group sizes influence the quality of study programs
- They should be related to didactic aspects of individual types of academic courses
- They may also vary related to the academic discipline

Group size   Capacity   Less care for individuals   Quality 

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 Standard group sizes

  Standard group sizes (Example Saarland University)

| Type of academic course | Group sizes (range) |
|--------------------------------------|---------------------|
| Lecture | 100 – 180 |
| Exercise courses | 20 – 60 |
| Workshop, colloquium | 15 – 30 |
| Field trip | 15 – 20 |
| Practical training (e.g. Laboratory) | 10 - 15 |

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The demand for teachings – Compulsory / Elective

Tempus FAITH

Calculation of the curricular value of a complete study program:

| | A | B | D | E | F | G | H | I |
|----|----------|------------------------------------|--------------------|-----------------------|-----------------|-------|------------|------------------|
| 1 | Semester | Course | Type | Compulsory / Elective | student portion | Hours | Group Size | Curricular value |
| 2 | 1 | Mikroekonomia I | Lecture | C | 100% | 3 | 100 | 0,0300 |
| 3 | 1 | Mikroekonomia I | Exercise course | C | 100% | 2 | 20 | 0,1000 |
| 4 | 1 | Matematika për ekonomistë | Lecture | C | 100% | 3 | 100 | 0,0300 |
| 5 | 1 | Matematika për ekonomistë | Exercise course | C | 100% | 2 | 20 | 0,1000 |
| 6 | 1 | Informatika | Lecture | C | 100% | 1 | 100 | 0,0100 |
| 7 | 1 | Informatika | Exercise course | C | 100% | 1 | 20 | 0,0500 |
| 8 | 1 | Informatika | Practical training | C | 100% | 1 | 15 | 0,0667 |
| 9 | 1 | E drejta biznesore | Lecture | C | 100% | 2 | 100 | 0,0200 |
| 10 | 1 | E drejta biznesore | Exercise course | C | 100% | 1 | 20 | 0,0500 |
| 11 | 1 | Gjuhë e huaj I- angleze / gjermane | Lecture | C | 100% | 1 | 100 | 0,0100 |
| 12 | 1 | Gjuhë e huaj I- angleze / gjermane | Exercise course | C | 100% | 1 | 20 | 0,0500 |
| 80 | ... | ... | ... | ... | ... | ... | ... | ... |
| 81 | | | | | | SUM | | 2,3587 |

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The demand for teachings – Compulsory / Elective

Tempus FAITH

| | Lënda | Orë | ECTS | Zgjedhore | Profesori |
|--------|---------------------------|-------|------|-----------|--|
| 1 | Ekonomia e Kosovës dhe BE | 2+1+0 | 6 | 1 Z | Dr. Gazmend Qorraj Dr. Adriatik Hoxha |
| 2 | Matematika financiare | 2+2+0 | 6 | 1 Z | Dr. Ajet Ahmeti Dr. Nimete Berisha |
| 3 | Hyrje në biznes | 2+0+0 | 6 | 1 Z | Dr. Ismet Begu Dr. Nagip Skenderi |
| Totali | | | 6 | | |


A student can choose 1 module out of three


The probability that one particular module will be chosen is $1/3 = 33\%$


| | A | B | C | D | E | F | G | H | I |
|---|----------|-----------------------------|------|-----------------|-----------------------|-----------------|-------|------------|------------------|
| 1 | Semester | Course | Lloj | Type | Compulsory / Elective | student portion | Hours | Group Size | Curricular value |
| 2 | | 2 Ekonomia e Kosovës dhe BE | L | Lecture | E | 33% | 2 | 100 | 0,0067 |
| 3 | | | U | Exercise course | E | 33% | 1 | 20 | 0,0167 |
| 4 | | 2 Matematika financiare | L | Lecture | E | 33% | 2 | 100 | 0,0067 |
| 5 | | | U | Exercise course | E | 33% | 2 | 20 | 0,0333 |
| 6 | | 2 Hyrje në biznes | L | Lecture | E | 33% | 2 | 100 | 0,0067 |

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The demand for teachings – Curricular value



Calculation of the curricular value of a complete study program:





| | A | B | D | E | F | G | H | I |
|----|----------|------------------------------------|--------------------|-----------------------|-----------------|-------|------------|------------------|
| 1 | Semester | Course | Type | Compulsory / Elective | student portion | Hours | Group Size | Curricular value |
| 2 | 1 | Mikroekonomia I | Lecture | C | 100% | 3 | 100 | 0,0300 |
| 3 | 1 | Mikroekonomia I | Exercise course | C | 100% | 2 | 20 | 0,1000 |
| 4 | 1 | Matematika për ekonomistë | Lecture | C | 100% | 3 | 100 | 0,0300 |
| 5 | 1 | Matematika për ekonomistë | Exercise course | C | 100% | 2 | 20 | 0,1000 |
| 6 | 1 | Informatika | Lecture | C | 100% | 1 | 100 | 0,0100 |
| 7 | 1 | Informatika | Exercise course | C | 100% | 1 | 20 | 0,0500 |
| 8 | 1 | Informatika | Practical training | C | 100% | 1 | 15 | 0,0667 |
| 9 | 1 | E drejta biznesore | Lecture | C | 100% | 2 | 100 | 0,0200 |
| 10 | 1 | E drejta biznesore | Exercise course | C | 100% | 1 | 20 | 0,0500 |
| 11 | 1 | Gjuhë e huaj I- angleze / gjermane | Lecture | C | 100% | 1 | 100 | 0,0100 |
| 12 | 1 | Gjuhë e huaj I- angleze / gjermane | Exercise course | C | 100% | 1 | 20 | 0,0500 |
| 80 | ... | ... | ... | ... | ... | ... | ... | ... |
| 81 | | | | | | SUM | | 2,3587 |

„Curricular value“ of a study program
= Demand (better: consumption) for teachings of one student

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Capacity Calculation: Result


Calculation of student capacities: Basic formula



$$N = \frac{S}{d} = \frac{550 \text{ hrs.}}{2,3587 \text{ hrs./Stud}} \approx 233 \text{ Students}$$

N: Maximum number of students

- ✓ *S: Total supply of teachings*
- ✓ *d: Demand for teachings of one student*

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Loss of students: drop out

Tempus > simplified model: Input = Output

FAITH

The result of the calculation is not a capacity for first-year students, it is an average maximum capacity per semester!

Students

233

Maximum capacity per semester

First-year students

Graduates

Semester

1 2 3 4 5 6

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Seite 23

Loss of students: drop out

Tempus > simplified model: Input = Output

FAITH

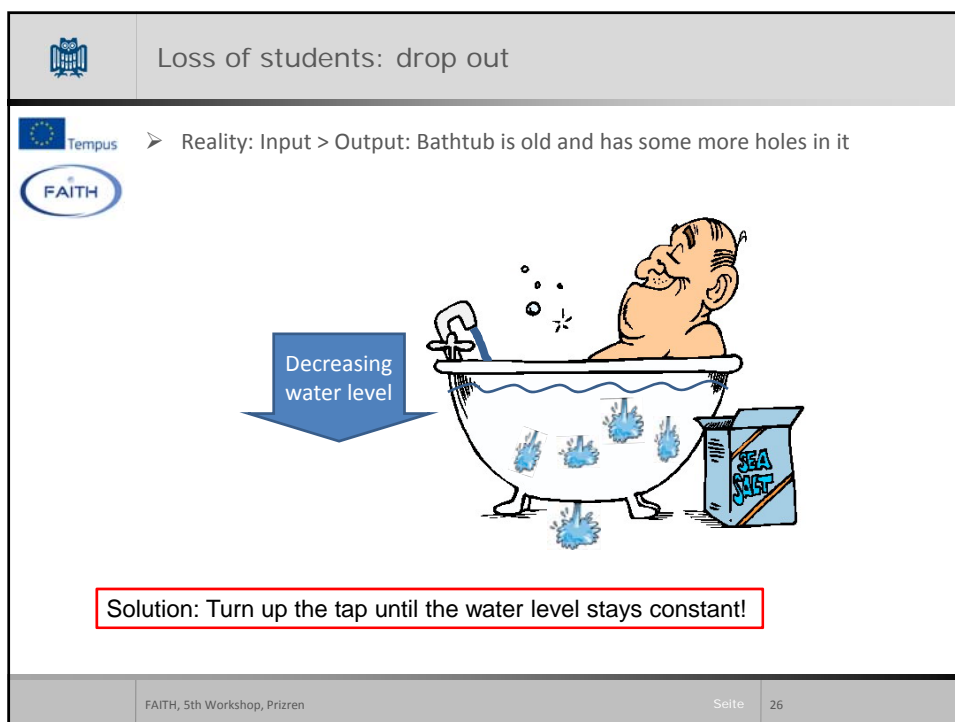
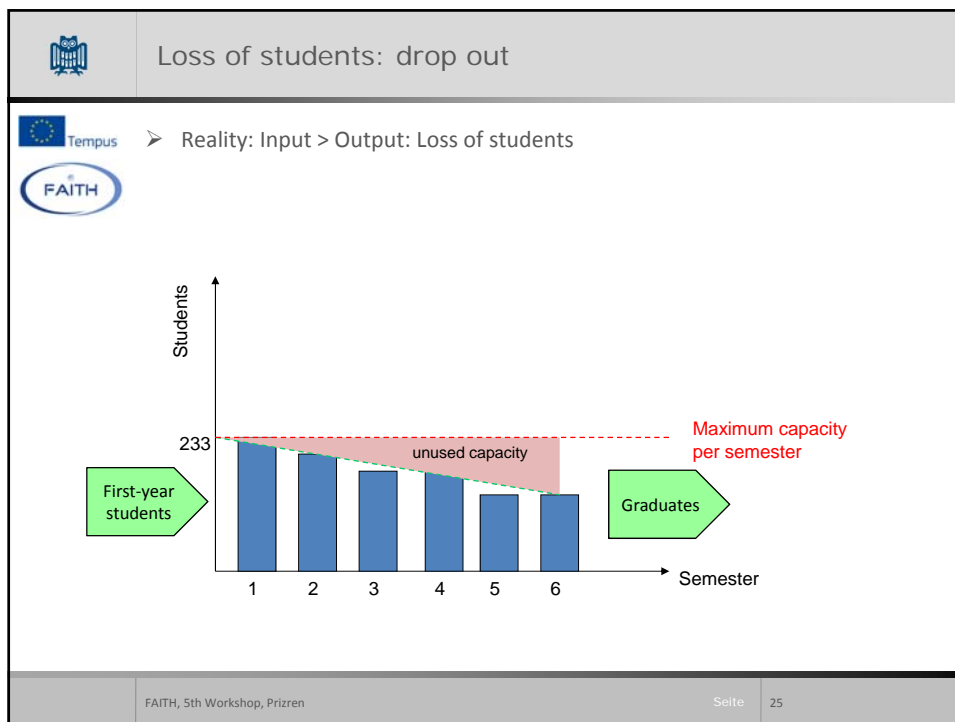
Input: water flowing out of the tap

Input = Output: constant water level

Output: water flowing out of the drain with missing stopper

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Loss of students: drop out

Tempus FAITH

Reality: Input > Output: Loss of students

Students

Semester

267

233

Maximum capacity per semester = Average number of students per semester

Solution: Raising the number of first-year students

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Loss of students: Correction

Tempus FAITH

| Semester | Students | Stay-in | % |
|----------------|----------|-----------|-------------|
| 1: Winter 2012 | 233 | 233 / 233 | 1,00 |
| 2: Summer 2013 | 218 | 218 / 233 | 0,94 |
| 3: Winter 2013 | 204 | 204 / 233 | 0,88 |
| 4: Summer 2014 | 199 | 199 / 233 | 0,85 |
| 5: Winter 2014 | 186 | 186 / 233 | 0,80 |
| 6: Summer 2015 | 180 | 180 / 233 | 0,77 |
| Sum | | | 5,24 |

The whole cohort of beginners from Winter 2012 did not stay for 6 semesters (as intended), it stayed for 5,24 semesters!

$$\text{Rate of loss: } r_L = \frac{\text{actual duration of studies}}{\text{regular duration of studies}} = \frac{5,24 \text{ semesters}}{6 \text{ semesters}} = 0,8733$$

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Loss of students: Correction

The maximum capacity for first-year students can be calculated as follows:

$$N_{\text{Semester 1}} = \frac{\text{Calculated capacity}}{\text{Rate of Loss}} = \frac{N}{r_L} = \frac{233}{0,8733} = 267 \text{ Students}$$

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Seite 29

Loss of students: Correction

Extending the statistical database → Considering more than one cohort

Calculation of the rate of loss

| Semester | Students per Semester | | | | | |
|-----------------------------|-----------------------|----------|----------|----------|----------|----------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Winter 2012 | 233 | 0 | 206 | 0 | 174 | 0 |
| Summer 2013 | 0 | 218 | 0 | 201 | 0 | 163 |
| Winter 2013 | 233 | 0 | 204 | 0 | 188 | 0 |
| Summer 2014 | 0 | 224 | 0 | 199 | 0 | 183 |
| Winter 2014 | 233 | 0 | 216 | 0 | 186 | 0 |
| Summer 2015 | 0 | 230 | 0 | 203 | 0 | 180 |
| Sum 1 | 699 | 442 | 626 | 400 | 548 | 346 |
| Sum 2 | 466 | 672 | 420 | 603 | 374 | 526 |
| stay-in (in semesters) | | 0,961373 | 0,950226 | 0,963259 | 0,935 | 0,959854 |
| stay-in (in total) | 1 | 0,961373 | 0,913522 | 0,879958 | 0,822761 | 0,78973 |
| actual duration of studies | 5,3673 | | | | | |
| regular duration of studies | 6 | | | | | |
| Rate of loss | 0,8946 | | | | | |

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Multiple study programs

Tempus
Calculation of student capacities:

Study program: Ekonomiks Bachelor

$$N = \frac{S}{d} = \frac{550 \text{ hrs.}}{2,3587 \text{ hrs./Stud}} \approx 233 \text{ Students}$$

N: Maximum number of students

✓ *S: Total supply of teachings*

✓ *d: Demand for teachings of one student*

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Seite 31

Multiple study programs

Tempus

Universiteti i Prishtinës "Hasan Prishtina"
Fakulteti Ekonomik

[Webmail](#) | [Site map](#) | [Login](#)

BALLINA
DEKANATI
LAJME DHE NGJARJE
QENDRA-GJILAN
QENDRA-MITROVICË
KONTAKT

Kliko në linqet e mëposhtme për të parë syllabuset për secilin program studimi.

Bachelor - Programet

Master - Programet

1. Banka, financa dhe kontabilitet
2. Menaxhment dhe informatikë
3. Marketing
4. Ekonomiks
5. Kontabilitet

Kliko në linqet e mëposhtme për të parë syllabuset për secilin program studimi.

Bachelor - Programet

Master - Programet

1. Banka, financa dhe kontabilitet
2. Menaxhment dhe informatikë
3. Marketing
4. Ekonomiks
5. Ndërmarrësi dhe zhvillim lokal

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| A | | B | | D | E | F | G | H | I |
|----|----------|-----------------------------------|--------------------|-----------------------|-----------------|-------|------------|------------------|-----|
| 1 | Semester | Course | Type | Compulsory / Elective | student portion | Hours | Group Size | Curricular value | |
| 2 | 1 | Mikroekonomia I | Lecture | C | 100% | 3 | 100 | 0,0300 | |
| 3 | 1 | Mikroekonomia I | Exercise course | C | 100% | 2 | 20 | 0,1000 | |
| 4 | 1 | Matematika për ekonomistë | Lecture | C | 100% | 3 | 100 | 0,0300 | |
| 5 | 1 | Matematika për ekonomistë | Exercise course | C | 100% | 2 | 20 | 0,1000 | |
| 6 | 1 | Informatika | Lecture | C | 100% | 1 | 100 | 0,0100 | |
| 7 | 1 | Informatika | Exercise course | C | 100% | 1 | 20 | 0,0500 | |
| 8 | 1 | Informatika | Practical training | C | 100% | 1 | 15 | 0,0667 | |
| 9 | 1 | E drejta biznesore | Lecture | C | 100% | 2 | 100 | 0,0200 | |
| 10 | 1 | E drejta biznesore | Exercise course | C | 100% | 1 | 20 | 0,0500 | |
| 11 | 1 | Gjuhë e huaj I-angleze / gjermane | Lecture | C | 100% | 1 | 100 | 0,0100 | |
| 12 | 1 | Gjuhë e huaj I-angleze / gjermane | Exercise course | C | 100% | 1 | 20 | 0,0500 | |
| 80 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 81 | | | | | | | SUM | 2,3587 | |

| A | | B | | D | E | F | H | I | J |
|----|----------|---|-----------------|-----------------------|-----------------|------------|------------|------------------|---|
| 1 | Semester | Course | Type | Compulsory / Elective | student portion | Hours | Group Size | Curricular value | |
| 2 | 1 | Metodologjia e hulumtimeve | Exercise course | C | 100% | 2 | 20 | 0,1000 | |
| 3 | 1 | Makroekonomia e avancuar | Exercise course | C | 100% | 2 | 20 | 0,1000 | |
| 4 | 1 | Mikroekonomia e avancuar | Exercise course | C | 100% | 2 | 20 | 0,1000 | |
| 5 | 1 | Integrimet ekonomike evropiane | Exercise course | E | 50% | 1,33333333 | 20 | 0,0333 | |
| 6 | 1 | Metodat e aplikuar matematikore dhe analizat statistikore | Exercise course | E | 50% | 1,33333333 | 20 | 0,0333 | |
| 7 | 2 | Ekonomiksi industrial | Exercise course | C | 100% | 2 | 20 | 0,1000 | |
| 8 | 2 | Globalizimi dhe tregu i punës | Exercise course | C | 100% | 2 | 20 | 0,1000 | |
| 9 | 2 | Ekonomiksi i zhvillimit të Kosovës | Exercise course | C | 100% | 2 | 20 | 0,1000 | |
| 10 | 2 | Ekonomiksi i zhvillimit të kapitalit njerëzor | Exercise course | E | 50% | 1,33333333 | 20 | 0,0333 | |
| 11 | 2 | Politikat ekonomike dhe financat publike | Exercise course | E | 50% | 1,33333333 | 20 | 0,0333 | |
| 12 | 3 | Ekonomiksi i tregtisë ndërkombëtare 2 | Exercise course | C | 100% | 2 | 20 | 0,1000 | |
| 13 | 3 | Ekonomiksi i rritjes dhe zhvillimit | Exercise course | C | 100% | 2 | 20 | 0,1000 | |
| 14 | 3 | Ekonometria 3 | Exercise course | C | 100% | 2 | 20 | 0,1000 | |
| 15 | 3 | Ekonomiksi i Unionit monetar | Exercise course | E | 50% | 1,33333333 | 20 | 0,0333 | |
| 16 | 3 | Politikat ekonomike të BE | Exercise course | E | 50% | 1,33333333 | 20 | 0,0333 | |
| 17 | 4 | Tezat e masterit | | | | | | | |
| 18 | | | | | | | SUM | 1,1000 | |

Multiple study programs

Supply of teaching (Faculty of Economics): $S = 550$ hrs.
Curricular values:

| Study program | CV | Portion (z) | CV x z |
|---------------|--------|-------------|--------|
| Ekonomiks BSc | 2,3587 | 60 % | 1,4152 |
| Ekonomiks MSc | 1,1000 | 40 % | 0,4400 |
| ... | ... | ... | ... |
| Sum | | | 1,8552 |

Weighted average: \overline{CV}

$$N_{Faculty} = \frac{S}{\overline{CV}} = \frac{550 \text{ hrs.}}{1,8552 \text{ hrs./Stud}} \approx 296 \text{ Students}$$

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Multiple study programs




Capacity of one study program:




$$N_P = N_{Faculty} \times z_p$$

$$N_{BSc} = 296 \times 60\% = 178 \text{ Students} \div \text{Rate of Loss (0,8733)} = 204 \text{ Students}$$

$$N_{MSc} = 296 \times 40\% = 118 \text{ Students} \div \text{Rate of Loss (0,8730)} = 135 \text{ Students}$$

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| | |
|--|--|
|  | More Applications |
|   | $N = \frac{S}{d}$ <p>Application 1 (N is unknown):</p> <ul style="list-style-type: none">➤ Determination of capacities (e.g. for setting admission limits) <p>Application 2 (S is unknown):</p> <ul style="list-style-type: none">➤ Determination of academic staff needed (e.g. for new study programs) <p>Application 3:</p> <ul style="list-style-type: none">➤ Determination of capacity utilization |
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| | |
|--|--|
|  | More Applications |
|   | <p>Example Application 2 – Determination of staff needed:</p> <p>Task: You plan to start a new study program. You already developed a curriculum, so you are able to calculate a curricular value, and you want to admit 100 students each semester.</p> <p><i>d: Curricular value (based on curriculum): 2,8467</i> <i>N: 100 Students (per semester!)</i></p> <p>Now you can calculate the needed Supply (hours):</p> $S = N \times d = 100 \times 2,8467 \approx 284 \text{ hours (per semester!)}$ <ul style="list-style-type: none">➤ You would need about 28 new professors (teaching obligation 10 hrs.) |
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More Applications

Example Application 3 – Capacity utilization:

Task:
 You know the amount of hours that the whole academic staff of one faculty is able to provide (S: Supply of teachings). You also have statistics of the number of students in all study programs of this faculty. You want to determine the grade of capacity utilization of this faculty.

S: Supply of teachings: 550 hrs.

Student statistics - Winter 2015

| Study Program | Sem 1 | Sem 2 | Sem 3 | Sem 4 | Sem 5 | Sem 6 | Total |
|---------------|-------|-------|-------|-------|-------|-------|-------|
| Ekonomiks BSc | 208 | 199 | 191 | 186 | 180 | 174 | 1138 |
| Economics MSc | 94 | 91 | 88 | 80 | -- | -- | 353 |

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More Applications

(1) $S = D$

(2) $D = d * N$

The total demand (D) is composed of:
 - the demand of one person (d)
 - multiplied by the number of persons (N)

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More Applications

Example Application 3 – Capacity utilization:

(2) $D = d * N$

| Study Program | Regular duration | Total Students |
|---------------|------------------|----------------|
| Ekonomiks BSc | 6 Semesters | 1312 |
| Ekonomics MSc | 4 Semesters | 353 |
| | | |

$$Utilization = \frac{Actual\ Demand}{Supply} = \frac{D}{S} = \frac{544,4\ hrs.}{550\ hrs.} = 98,9\ \%$$

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Summary

Methodology:

- Quite simple methodology, that uses data which should anyway be available at HEIs
- Necessity to establish some assumptions (definitions), e.g. standardized group sizes

Advantages:

- Easy to use
- Generalized approach, no need to plan single academic courses

Disadvantages:

- Static approach → substantial changes (e.g. in the number of staff) lead to problems / mistakes
- Some aspects are not considered (e.g. students, who need more time than the regular duration of a program or attend courses more than once)

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| 4.6.2 Rate of Loss.xlsx | | | 09/04/15 | |
| 4.6.3 CurricularValue Ekonomiks MSc.xlsx | | | 09/04/15 | |
| 4.6.4 CurricularValue Ekonomiks BSc.xlsx | | | 09/04/15 | |

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Thank you very much for your Attention!

Feel free to ask your questions!



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LEARNER CENTRED EDUCATIONAL MANAGEMENT

Nothing that can not be measured, can be improve



1



PRINCIPLES OF EDUCATIONAL ECONOMIC MANAGEMENT

- equity
- efficiency
- Sufficiency



2



THE COST OF STUDENT AS AN INDICATOR OF INDICATORS

- Direct effect on the productive capacity and economic competitiveness ;
- Competition between economic systems ;
- Trends and economic scenarios ;
- Openness and transparency.



3



WHY AN INFORMATION SYSTEM IS ESSENTIAL ?

- Comparability with other systems ;
- Instrument to convince :
- EU Project : Full cost
- Distribution of resources
- Main tool for decision making.



4



COSTS AS PART OF THE STRATEGY

- The information about the cost will become part of the institutional intelligence of universities
- Costs as part of the strategy



5



Criteria for cost evaluation (1)

- The implementation of a cost system is a project towards the transparency, knowledge, control and visibility of what the university does in and out
- It is essential to carry out a preliminary feasibility analysis
- Having the maximum political support of the university authorities: is an institutional project
- Having a team prepared and competent



6



Criteria for cost evaluation (II)

- Assign personal, technical and financial resources that consume system implementation
- Properly socialize the project and prioritize it
- Reviewing management systems to analyze what they can give and what not, with regard to costs
- Focus systems to automate information.



7



Goals

- Offer a comprehensive solution combining :
 - Customizing the accounting model
 - with IT software
- That consider the problems and offer solutions for the University
- That is feasible and graduable
- Keep it "alive" in time



8



WHAT IT IS REQUIRED OF SYSTEM COSTS

- A cost system is heavily dependent on other information systems
- Requirements:
 - **Flexibility:** open enough to allow sufficient use even if original systems are unknown
 - **Independence with other systems:** must be operational from a technical point of view, by itself
 - **Automated integration:** between himself and the origins of the information systems
 - **Information analysis:** large query capabilities on all data residing on it, from the most general to the smallest detail



9



THE 4 STEPS FOR DETERMINING THE COST OF STUDENT

- a. Cost location
- b. cost secondary
- c. Imputation activities
- d. Allocation of final cost objectives



10



THE ESTIMATED COST MARGINS IN STUDENT

- Determining rates
- Policy scholarships



11



Thank you!
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