

## REPORT

# Report on best practices within and out of the Artistic HE sector

D7.1 WP 7 Joint Future Governance

Date: 19<sup>th</sup> July 2021



## INDEX

INTRODUCTION	4
RESEARCH DESIGN	5
MAPPING THE LANDSCAPE: EXISTING LOCAL GOVERNANCE MODELS IN FILMEU	6
<b>Dun Laoghaire Institute of Art, Design and Technology (IADT)</b>	<b>6</b>
General	6
Governance & The Governing Body	7
Academic Council	8
Student involvement & Programme Boards	8
Quality Controls & Framework	9
The Qualifications and Quality Assurance	9
<b>LUCA School of Arts</b>	<b>11</b>
General	11
Governance bodies	12
Participation structure	15
<b>Lusófona University Governance</b>	<b>16</b>
General	16
Governance bodies	19
Participation structure	23
<b>The University of Theatre and Film Arts Hungary (SZFE)</b>	<b>25</b>

General	25
Model change	25
Senate	27
Rector	29
Chancellor	29
Faculties and Institute Directors	30
Student Union	30
THEORETICAL FRAMEWORK: "BOARDISM" VS ORGANIZED ANARCHY	33
<b>From the organized anarchy to boardism</b>	<b>33</b>
<b>The characteristics of boardism</b>	<b>34</b>
<b>Contemporary challenges</b>	<b>36</b>
BENCHMARKING EXERCISE – CASE STUDIES ON GOVERNANCE MODELS OF HEI ACROSS EUROPE	38
<b>The European Universities case studies - Existing Models in the Alliances</b>	<b>38</b>
Case Study 1	39
Case Study 2	40
Case Study 3	41
<b>The Swiss case study - Higher Education in Switzerland</b>	<b>42</b>
FILMEU governance: parallel with the Swiss model	44
CONCLUSIONS: DEVISING A FUTURE GOVERNANCE MODEL FOR FILMEU – THE EUROPEAN UNIVERSITY OF FILM AND MEDIA ARTS	46
<b>Obstacles regarding the future governance of FilmEU</b>	<b>46</b>

<b>One Scenario - the Association vs the European Agenda</b>	<b>48</b>
<b>A possible combined model</b>	<b>53</b>
<b>REFERENCES</b>	<b>55</b>

## Introduction

---

FILMEU – The European University for Film and Media Arts, (Project: 101004047, EPP-EUR-UNIV-2020 — European Universities, EPLUS2020 Action Grant), brings together four European Higher Education Institutions: Lusófona University from Lisbon (henceforth, LU), Portugal; SZFE – University of Theatre and Film Arts, from Budapest, Hungary; LUCA School of Arts from Brussels, Belgium; and Dún Laoghaire Institute of Art Design and Technology, from Dublin (henceforth, IADT), Ireland. Together, these institutions collaborate around the common objective of jointly promoting high-level education, innovation and research activities in the multidisciplinary field of Film and Media Arts and, through this collaboration, consolidate the central role of Europe as a world leader in the creative fields and promote the relevance of culture and aesthetical values for our societal wellbeing.

In order to pursue its objectives, FILMEU will propose an innovative governance and management model relevant to the needs and aims of a European university, but which can be customised for FILMEU's mission and needs, while adhering to the ESG.

In order to identify such model, we started by analysing several existing models and approaches, starting with the internal governance models in each one of the HEI that integrate FILMEU. At the same time, we conducted an analysis of relevant models in place in other European Universities. For this we resorted to the analysis of secondary info, namely the EUA report on “Universities without walls”, besides meetings with UNA-Europa and Aurora that were used to collect primary info on the models being developed by other Universities. A special case study was produced on the governance model of UNA Europa. The model implemented by UNA Europa has been identified by FILMEU as a valid model of governance for the Alliance. In parallel to this, we conducted a number of focus groups with external experts, namely stakeholders coming from associated partners and conducted desk research in order to be able to identify key examples of best-practices.

One such example in particular “The Case of the Swiss Federal Institutes of Technology” was highlighted by the Alliance as exemplary of potential future statutes and governance models of the European University. Figure 1 below summarizes the research design that was followed for the overall process. This report summarizes the main findings of this task.

The report concludes with the case study of a possible governance model for FILMEU based on the figure of the non-for-profit association under Belgium legislation VZW. We discuss this model and reflect on its potential for the future full roll-out of European Universities.

## Research Design

---

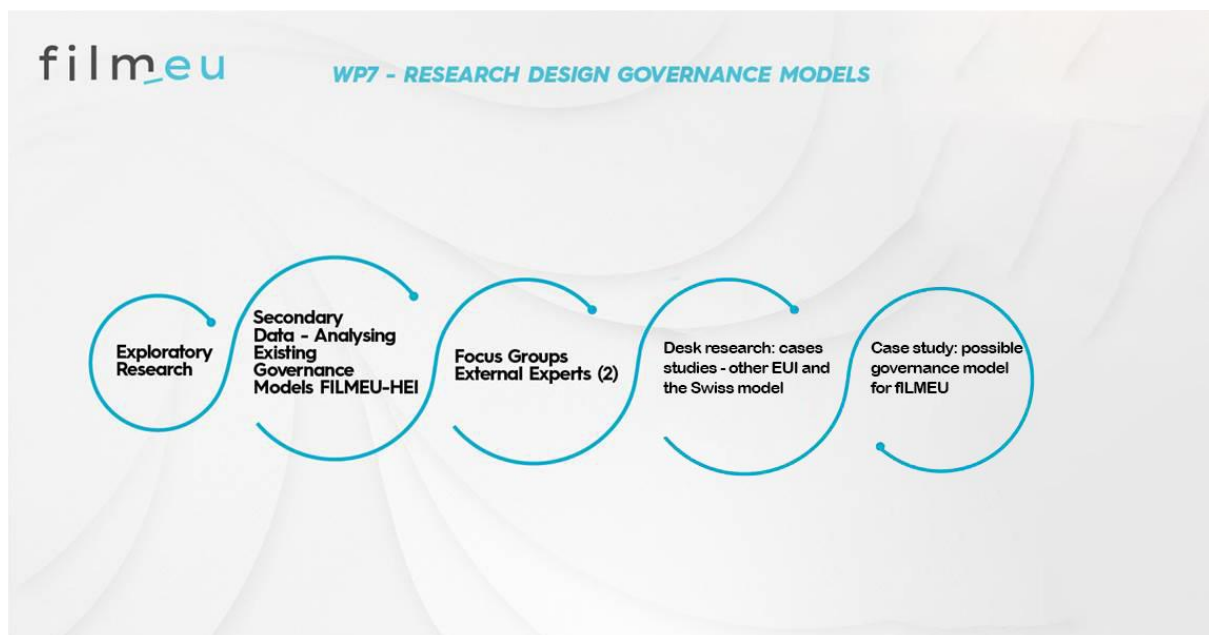


Figure 1 – Research Design Task “Best Practices – Governance models”

## MAPPING THE LANDSCAPE: EXISTING LOCAL GOVERNANCE MODELS IN FILMEU

---

### **Dun Laoghaire Institute of Art, Design and Technology (IADT)**

#### General

IADT is unique in that it is Ireland's only Institute of Art, Design and Technology with a specific aim to lead and inform the creative, cultural and technological industries through learning, teaching, research and innovation. Our Vision as an autonomous Institute of Art, Design and Technology with a specialist mission is to support learning, teaching, research and innovation, and to play a leading role in the development of industries focusing on the creative, cultural and digital technologies sectors.

Dún Laoghaire Institute of Art, Design and Technology (IADT) was established on 1 April 1997 under the Institutes of Technology Acts 1992 to 2006 (S.I. No. 149/1997 and S.I. No. 19/1998). It is one of the publicly funded Institutes of Technology in Ireland.

The Institute is organised into two Academic Faculties: the Faculty of Enterprise and Humanities and the Faculty of Film, Art and Creative Technologies and three Directorates: the Directorate of Innovation and Research; the Directorate of Academic and Student Affairs; the Directorate of Corporate Affairs. In the current academic year there are 2,600 full-time students enrolled on undergraduate and post graduate courses. There is also an extensive Professional, and Adult & Continuing Education programme catering for some 400 students on the Autumn/Spring and Summer Schools.

## Governance & The Governing Body

IADT is committed to implementing and maintaining the highest standards of corporate governance. The Governing Body adopted the Code of Governance of Irish Institutes of Technology 2018 (the Code) on 10th January 2018.

The Governing Body operates in accordance with the IoT Acts 1992 to 2016 as amended and, in particular, in accordance with the Second Schedule to the Acts.

The Governing Body adopted the Code of Governance for Institutes of Technology 2018 on 10th January 2018. The Governing Body operates in accordance with the Code.

The Governing Body adopted Standing Orders on 1st September 2010, which were updated in January 2018 and the Board operates in accordance with these Standing Orders.

The Governing Body meets on a monthly basis up to ten times per annum and meets outside the schedule of meetings whenever required.

The Governing Body carries out its Reserved Functions in accordance with Section 21A of the Acts by resolution of the Governing Body. A list of Reserved Functions is set out in the [Code of Governance](#) of Institutes of Technology 2018.

The Governing Body endeavours to reach its decisions by means of consensus agreement. Where this is not possible, the Governing Body reaches its decisions by a majority of the votes of the members present and voting on the question, in accordance with the Second Schedule to the Acts.

A Register of all decisions made by the Governing Body is maintained in the Institute.

In accordance with Section 21B of the Acts, any function that is not a Reserved Function is an Executive Function and all Executive Functions are performed by the President, or



by Members of Staff of the Institute to whom such Functions have been formally delegated by the President.

### Academic Council

The Academic Council is appointed by Governing Body for a three-year term. The Academic Council meets on a monthly basis throughout the academic year and the quorum is fifty per cent of membership. A proposal to renew the Academic Council membership and structure was approved by Governing Body on 7th November 2018. Changes to the membership of the various sub-Committees were also approved.

The Academic Council has established a number of Sub-Committees as follows:

- Academic Planning, Co-ordination and Review Committee
- Programme Validation Committee
- Quality Enhancement Committee
- Research & Development Committee
- Student Experience Committee
- Teaching & Learning Committee

### Student involvement & Programme Boards

IADT has an active and engaged student body represented by the student's union. Each class elects two representatives who sit on the programme board. Each degree course has its own programme board, made up of staff, the Head of Department and the student reps. It is the main body tasked overseeing the academic quality of the degree. These are themselves sub committees of Academic council. Two student representatives each sit on Academic council and the other main subcommittees.

## Quality Controls & Framework

Until 2019, IADT operated under delegated authority from Quality and Qualifications Ireland (QQI) to make awards at levels 6 to 9 of the National Framework of Qualifications (NFQ). IADT followed clearly established guidance and procedures to determine design, approval and validation of programmes and awards. Under this arrangement IADT was Delegated Authority to make the following awards:

Level 6 – Advanced/Higher Certificate (2006)

Level 7 – Ordinary Bachelors Degree (2006)

Level 8 – Higher Bachelors Degree/Higher Diploma (2006)

Level 9 – Taught Masters/Postgraduate Diploma (2011)

Level 9 – Masters by Research (2017)

## The Qualifications and Quality Assurance

(Education and Training) Act (amendment) 2019 formally established all institutes of technology as autonomous designated awarding bodies from 1 January 2020, enabling them “to make awards, with the exception of Doctoral degrees, to students where the college has satisfied itself that the students have acquired the appropriate standard of knowledge, skill or competence for awards that are included within the National Framework of Qualifications.”

As a consequence of this Act, IADT is now such a Designated Awarding Body (DAB) and the Institute is responsible for the ongoing Quality Assurance and Quality Enhancement of all of its programmes. As a matter of best practice, IADT continues to undertake a detailed formal review of its programmes on a regular basis through the Programmatic Review process. During the five yearly Programmatic Review process, each programme is reviewed internally and subsequently ‘revalidated’ by an independent expert panel.

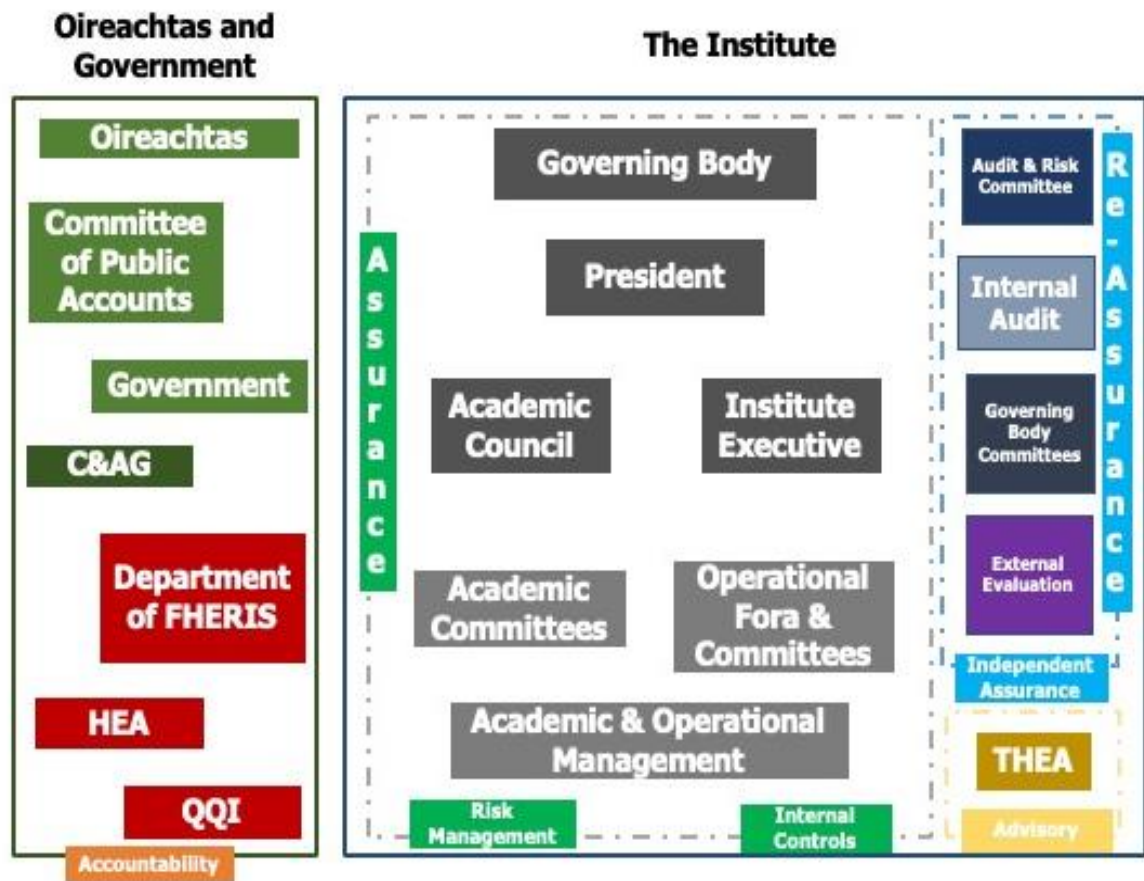


Figure 2 – IADT governance structure

## LUCA School of Arts

### General

LUCA School of Arts is the only university college in Flanders exclusively dedicated to art and design, making it unique in the region. The art school combines the strengths and expertise of five renowned Flemish higher education institutions for art and design, spread across Brussels (Schaarbeek and Vorst), Genk, Ghent and Leuven. Most of the programmes are taught in Dutch, but LUCA offers six full-English MA programmes on its campuses in Brussels and Leuven.

LUCA also functions as the 'school of arts' of the Association KU Leuven. LUCA fulfils its mission in close collaboration with this association and the university KU Leuven. On the basis of cooperation agreement(s) with KU Leuven, LUCA is also responsible for the services with regard to the academic programs in the educational field of Architecture.

The three basic layers of LUCA are:

- the educational programmes, as clustered in the five core groups: Visual Arts & Design, Audiovisual Arts, Performing Arts, Media, and Design and Construction.
- the services that provide support in the field of general management, in the field of education, research and artistic work;
- and the student facilities.

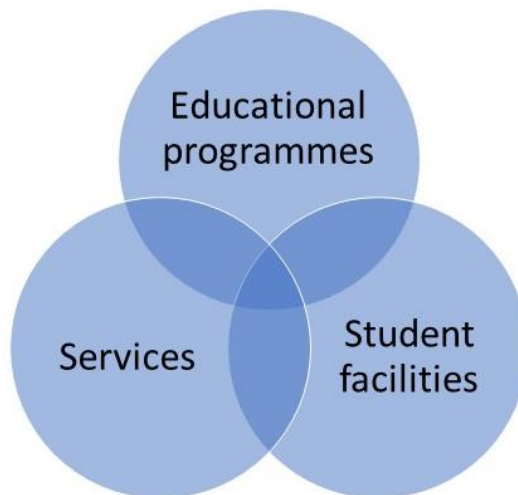


Figure 3 – The three basic layers of LUCA

The community of LUCA includes the registered students, the statutory staff of the teaching and administrative and technical staff and the contract staff of the institution.

### Governance bodies

LUCA vzw was established as a non-profit association under Belgian law consisting of the following four governance bodies:

- I. the General Assembly;
- II. the Executive Board;
- III. the Executive Committee;
- IV. and the Council for Student Facilities (the STUVO Council).

The **General Assembly** is the general decision-making and controlling body of LUCA. It holds two types of members: Working Members who have the right to vote and Joined Members who can attend the General Assembly in an advisory non-voting capacity.

- There are three groups of **working members**. A first group consisting of other HEI members of the Association KU Leuven, and a representative of LUCA in the General Assembly of the Association KU Leuven, a second group consisting of representatives of KU Leuven vzw, and a third group of co-opted members consisting of independent members and the chairman of the KU Leuven Association vzw.
- **Joined Members** include natural persons designated by the General Assembly of LUCA, the Archbishop of Mechelen-Brussels and the other diocesan bishops from the Dutch language area of Belgium, a representative of Katholiek Onderwijs Vlaanderen vzw, civil society stakeholders, and the rector of KU Leuven.

**The Executive Board** or **Board of Directors** serves as the main governing and executive body of LUCA, subordinate to the General Assembly. It is composed of at least three members who do not have to be linked to the association and who are natural or legal persons. Two of them also act as representatives on behalf of KU Leuven. Executive Board members are appointed by the General Assembly for a term of no more than five years. They may serve no more than two consecutive terms unless the General Meeting decides otherwise. Executive Board members can also be forced to resign at any time by the General Assembly.

The day-to-day business of the association is delegated by The Executive Board to the **Directorial Committee** or the **Executive Committee** which is chaired by the executive manager or general director of LUCA. That person is often a staff member of the association who is not a member of the Board or the General Assembly. The director and, where appropriate, the general administrator are appointed by the General Assembly on the recommendation of the Executive Board. They serve as ex officio members of the Directorial Committee. Other members are appointed by The Executive

Board and include the administrative manager, the vice deans for research and education as well as a number of heads of the educational disciplines within LUCA.

The Executive Committee works in separate teams to further discuss the educational programmes, on the one hand, and the general management of LUCA, on the other hand. These teams meet monthly and are chaired by the general director.

The **Council for Student Facilities** or **STUVO Council** is responsible for the policy on student services and the use of the public subsidy for student services (“the STUVO fund”) that each higher education receives from the Flemish Government. It consists of as many representatives of the institution’s college board as of the students.

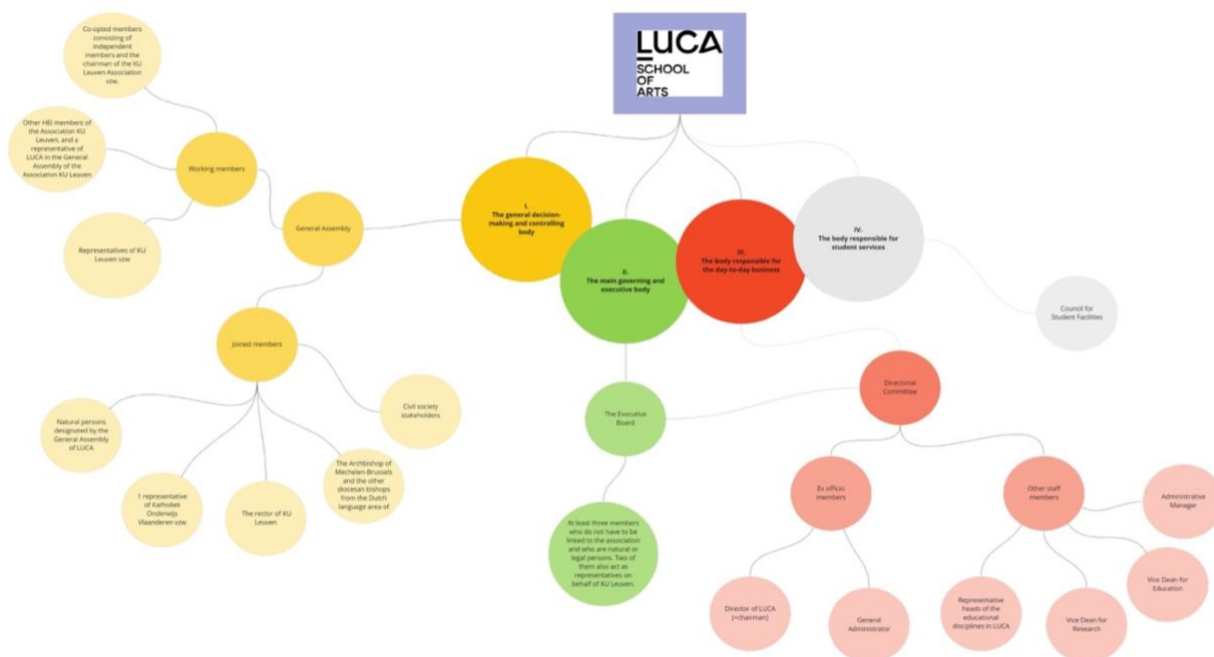


Figure 4 – The governance model of LUCA

## Participation structure

LUCA's participation structure consists of:

1. the institution's **Negotiation Committee** which is composed of an equal number of representatives of the management and personnel. Its representatives are appointed by the Executive Board.
2. the **Academic Council** which consists of:
  - 21 members appointed by the university college board: the members of the Executive Committee who participate ex officio are complemented by members of the overarching core group counsel; the non-official members have a renewable mandate of 4 years;
  - 21 staff representatives chosen from the elected staff from the permanent education committees and from the general technical personnel with a renewable mandate of 4 years;
  - 14 representatives delegated by the student council, of which 7 from the professional degree programs and 7 from the academic degree programmes, with a two-year renewable mandate of one year
3. The **Student Council** is composed of elected representatives in the participation committees in the manner as laid down by the Student Council in the participation regulations. The Student Council is authorized to institution-wide issues. It coordinates the delegation of student representatives in the Executive Board, the Academic Council and the STUVO Council.



## Lusófona University

### General

Universidade Lusófona de Humanidades e Tecnologias (Lusófona University) is the largest non-state run University in Portugal. The University is managed by a non-for-profit “cooperativa” a specific type of non-for-profit collective organization common in Portugal and this fact determines the governance model of the HEI. The University name comes from the word “Lusofonia” which names all the Portuguese speaking countries and their common linguistic and cultural background. The university assumes itself as the leading institution responsible for the development of this geographical and cultural space with more than 200 million inhabitants. With a student body of more than 12.000 students and 679 teachers, the university offers a very rich environment, either in scientific as in social and cultural terms. The large number of foreign students studying here, namely the ones from Brazil and Africa, adds a lot to the already very lively University environment.

The University's big and well-equipped campus is situated in the centre of Lisbon's "University City", just a few minutes away from all the city's main areas. Since the beginning, Lusófona University has assumed a very strong international cooperation strategy that involves the following main aspects:

- *Support for foreigner students* -Lusófona University runs a Cooperation Program with the PALOPS which constitutes the biggest program at a national level, giving support to citizens who are originally from the former colonies and want to enroll in a higher education program;

- *Promotion of International Career Opportunities* - Lusófona University has a career Services Office that aids in creating employment abroad and that promotes an entrepreneurial project with human resources, technical means and partnerships that accompany the insertion of the graduates into an active working life;
- *Training of HR* –Lusófona University has a specific incentive system that promotes the training of university employees and alumni so they can obtain a BA and Master's degree. The class schedules are adapted to their needs and the attribution of scholarships cover a considerable part of the expenses;
- *Adaptation of training models* - Almost all of the courses have a night class schedule (after working hours) which corresponds to the immense task of qualifying human resources in Portugal;
- *International Exchange* – Lusófona University actively participates in the Lifelong Learning Programme (LLP) and Erasmus European programs, though promoting the exchange of undergraduate and graduate students and also teachers at all levels.

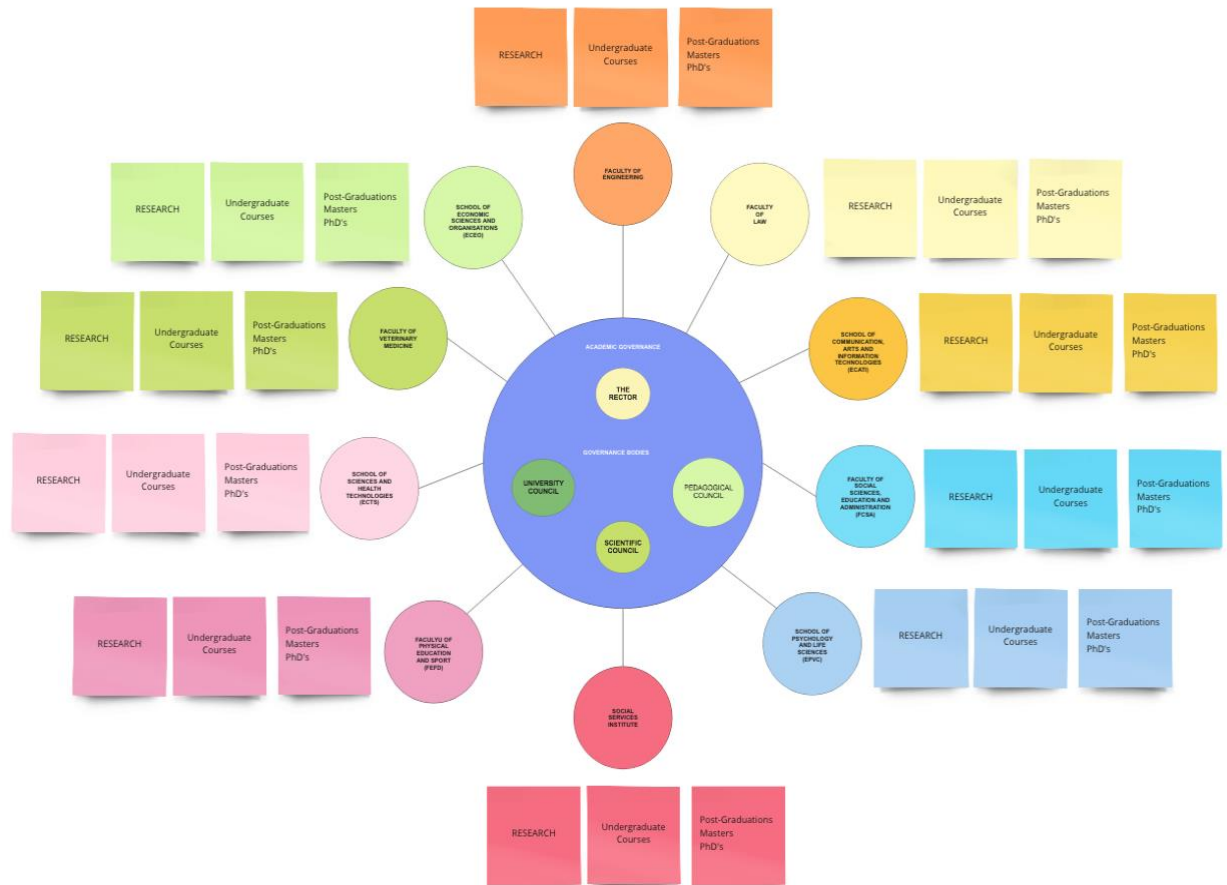


Figure 5 – UL - Schools, Faculties and Institutes – Overview

## Governance bodies

### Lusófona University of Humanities and Technologies (ULHT)

Lusófona University is a higher education institution (university), founded by COFAC - Cooperativa de Formação e Animação Cultural, CRL, whose public interest is recognized by Decree-Law No. 92/98, of 14 April.

The ULHT is part of the national education system and its head office is located in Lisbon, and may, under the terms of the law, decentralize its organisational units, as well as enter into cooperation agreements with universities, polytechnic institutes or with other public or private entities, national or foreign, and award degrees and diplomas in association.

The ULHT is governed by the law in force in Portugal in matters of higher education, by its statutes (Order No. 15417/2016) and by the internal regulations prepared under those texts.

The University was established under the Basic Law of the Educational System and is currently governed by Law no. 63/2007, of 10 December - Legal Framework for Higher Education Institutions that establishes the general powers and roles of the University. As fundamental and base legislation, Law no. 62/2007 defines the powers granted to the University to achieve its objectives, and establishes the mandatory statutory bodies responsible for the governance and management of the University:

**Corporate Governance:** The responsibility for the administrative, economic and financial management of the Lusófona University lies with COFAC - Cooperativa de Formação e Animação Cultural, CRL, which, under the terms of the law and the Statutes, organises and manages its resources, without prejudice to respect for university autonomy.

**Academic Governance:** The Rector is ultimately responsible for the supervision and control of the academic affairs of the University. Under Law No. 62/2007, academic governance bodies are the University Council, the Scientific Council and the Pedagogical Council.

The representative model of Council members is designed to represent the interests and voice of the academic community and students, and is based on established academic governance principles, including autonomy, collegiality, consultation, peer review and broad-based representation. The functions, powers and operation of the Councils are established by the University Statute and the respective Regulations.

**Executive University Governance:** The Chairman is responsible for managing the University's affairs. The Chairman establishes the University's management structure and operational structure.

The Lusófona University has a tripartite governance structure as follows:

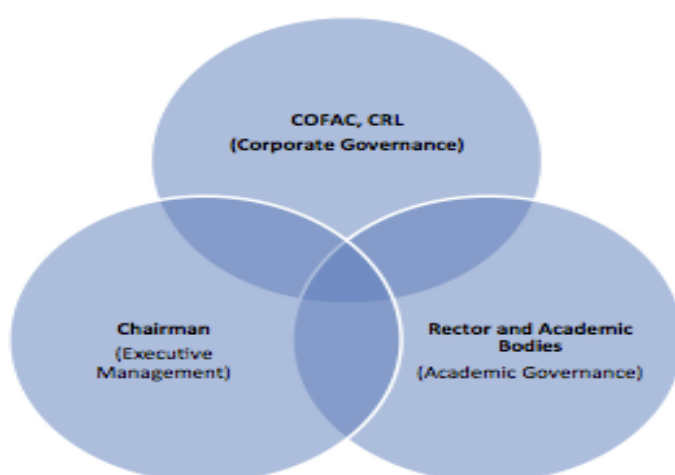


Figure 6 – Tripartite Model Governance

This tripartite model highlights the nature of the intersection of the different governance components and strengthens the clear autonomy and distinction between corporate governance, academic governance and management responsibilities.

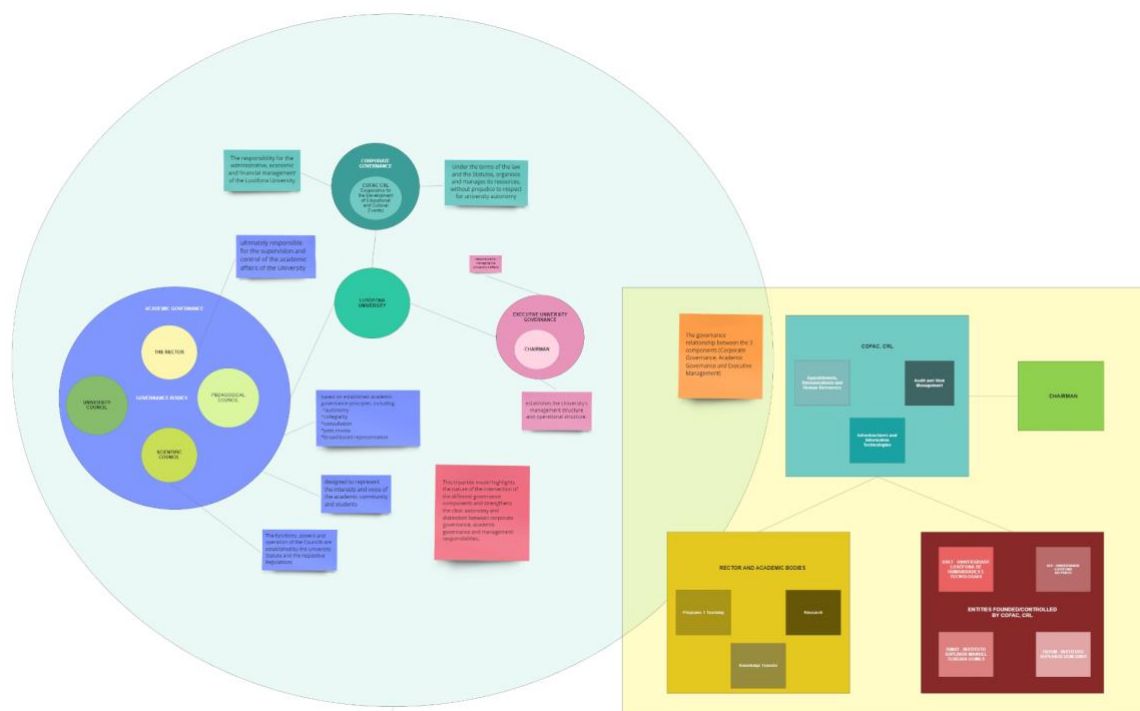
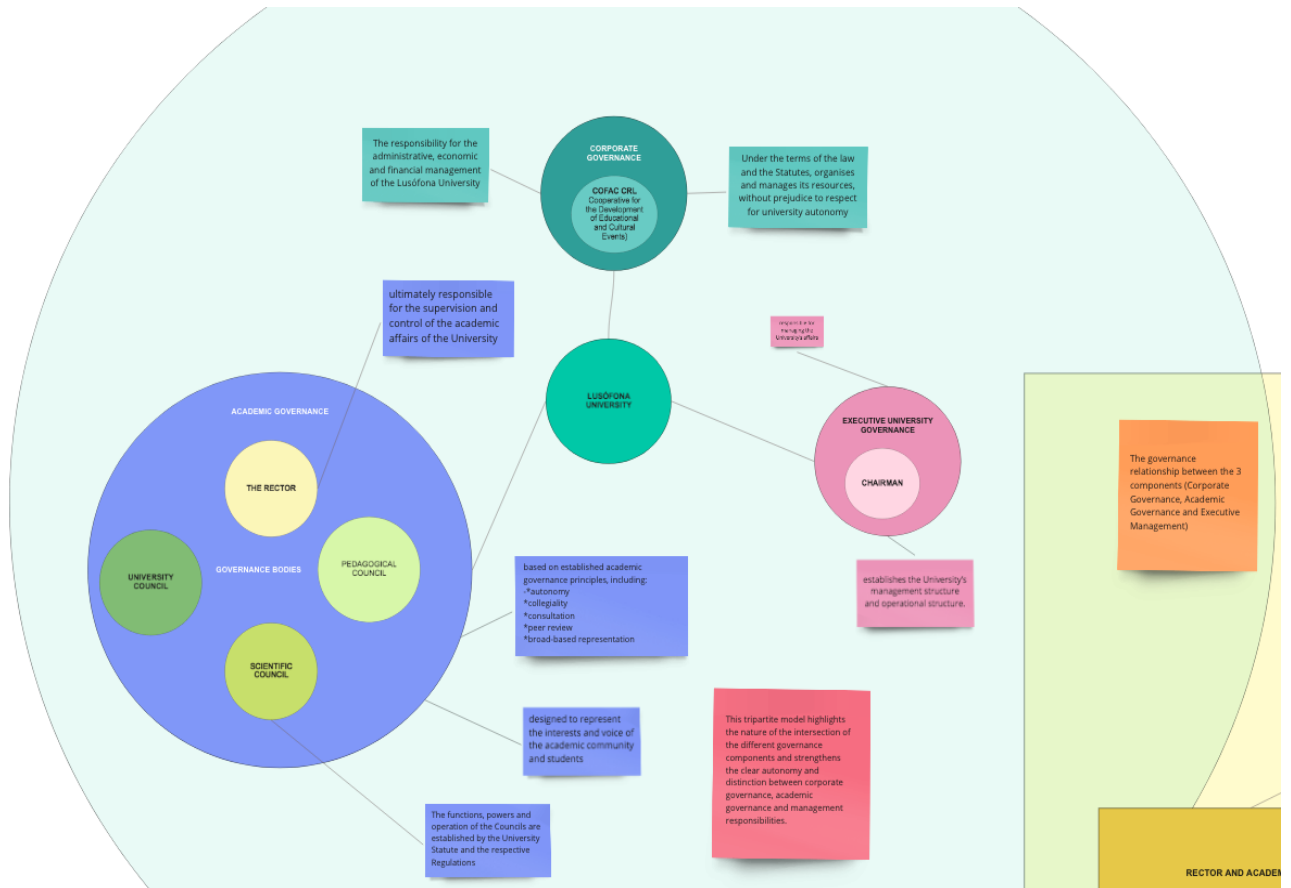


Figure 7 – UL - Tripartite Model Governance - Detailed Overview



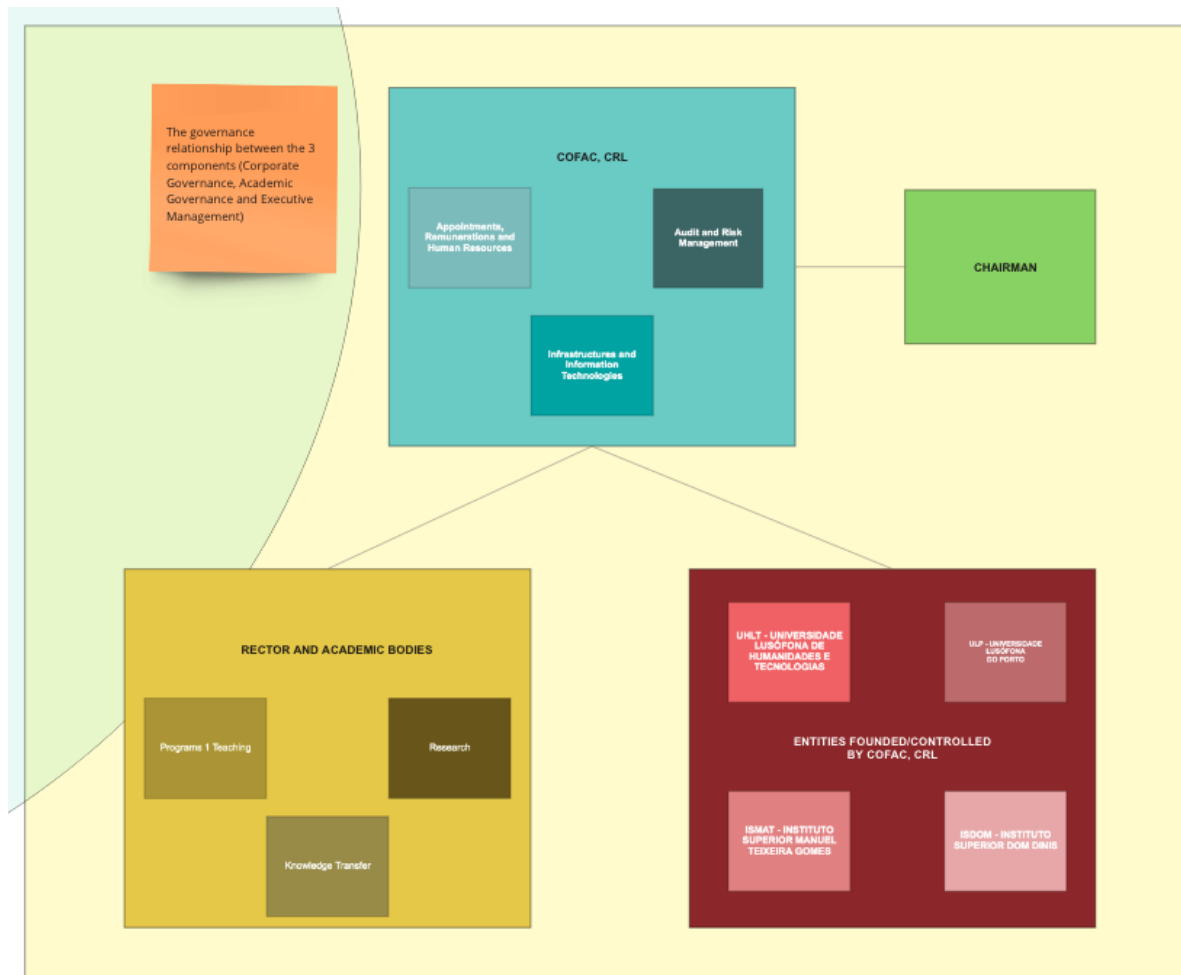


Figure 8 – UL - Tripartite Model Governance - Detailed Overview

## Participation structure

### Scientific Council

The Scientific Council is the body which, in particular, is responsible for defining the broad guidelines for scientific policies to be pursued by the Lusófona University in the fields of teaching and research. In its relationship with the scientific councils of faculties,



schools and institutes, the Scientific Council of the Lusófona University acts in accordance with the principle of autonomy of the organisational units.

### Composition

The Rector, who presides, the Vice-Rectors and the directors of the teaching and research organisational units are inherently members of the Scientific Council of the Lusófona University.

The following are also members of the Scientific Council of the Lusófona University, elected by their peers with a two-year term:

- a) Three representatives of career teachers and researchers;
- b) Two representatives of the remaining teachers and researchers on a full-time basis, with a contract of duration of not less than one year, who hold a PhD degree;

Representatives of the research units recognised and positively evaluated under the terms of the law, when they exist, making up 20% of the total of the council, unless the number of research units does not allow reaching this percentage.

## The University of Theatre and Film Arts Hungary (SZFE)

### local governance system

#### General

The University of Theatre and Film Arts Budapest (SZFE), Színház- és Filmművészeti Egyetem (szfe.hu) is the oldest art institution of higher education in Hungary that educates theoretical and practical professionals in the fields of theatre, film, media, and television. The history of the university (then an institution) goes back to 1865 when the actor training in Hungary began and the School of Acting opened its gates based on the decree of Franz Jozef I. (emperor of the Habsburg Empire, and the king and emperor of the Austro-Hungarian Monarchy). The Higher Education is the Act No. 209 (CCIX) of 2011, and its Appendix lists all recognised higher education institutions in Hungary (both private and State-owned ones as well). The Act issues a pattern of the basic structural elements but gives relative freedom for the inner regulations and naming. There is another regulation on the topic of accreditation in HEI sector (Government edict No. 19/2012. (II. 22.) of the Quality Assurance and Development).

#### Model change

On January 1st, 2000, the institution was awarded the title of University. The State of Hungary passed the ownership (the task and duty of maintenance) to the Foundation for Theatre and Film Art (hereinafter referred to as Foundation) in 2020, the new structure is valid since 1 September 2020, according to the Act No. 72 (LXXII) in 2020 of the Foundation for Theatre and Film Art and the transfer of stakeholders' rights. The maintenance and supply remained to be performed indirectly by the Ministry of Innovation and Technology, but the actual duty of maintenance is performed by the Foundation, to ensure more flexible and specialized operations than the ministry would

do. Similar maintenance structure (e.g. in the case of Corvinus University) is getting more and more common in Hungary. The board of the Foundation (Board of Trustee) is composed of members delegated by the competent minister, but the Board of Trustee have limited power towards the Senate, and the Rector, as the self-governed elements of the University. The Foundation delegates the Chancellor, who holds the responsibility of the technical and administrative maintenance within the University.

There is a checks and balances system in the University, dividing the power, the tasks, and the decision-making scope of authority between the Senate, the Rector, and the Chancellor.

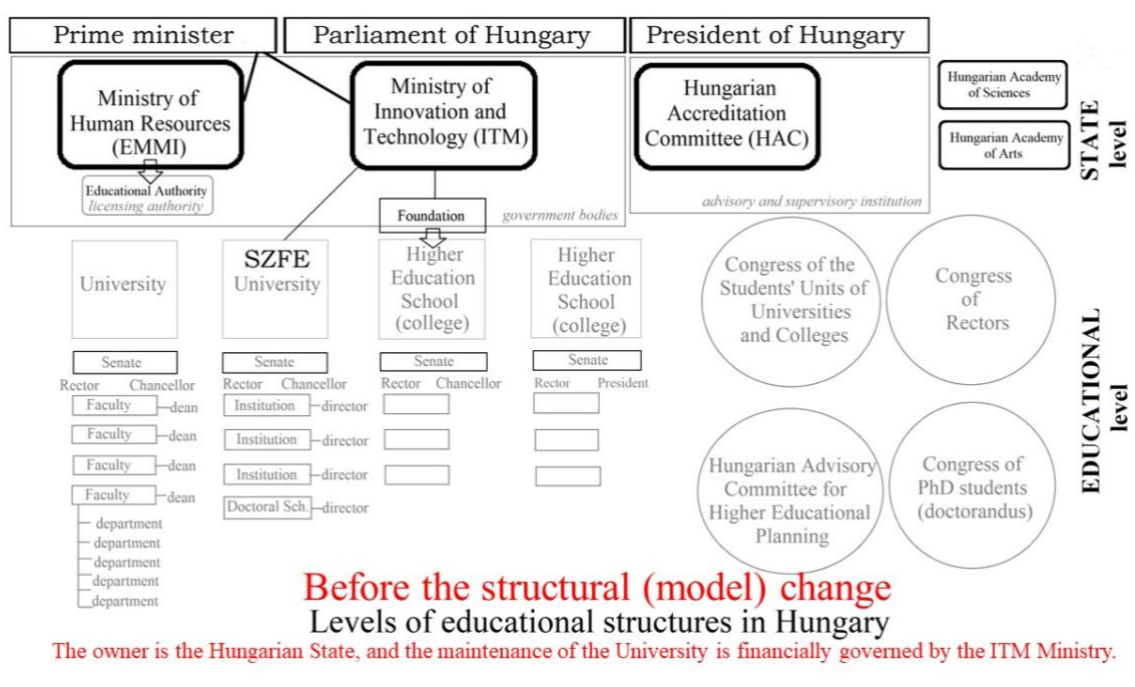


Figure 9 – The legal state of SZFE before the model change in 2020

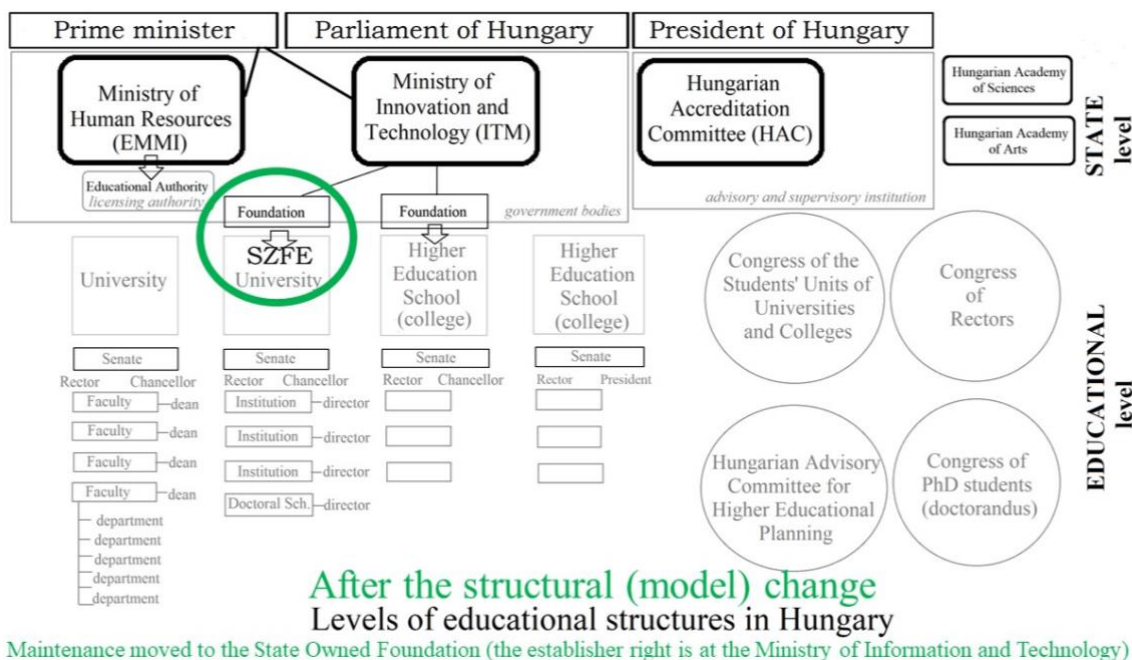


Figure 10 – The legal state of SZFE after the model change in 2020

## Senate

The **Senate** is the leading, decision-making, and controlling body of the institution. The scope of its authority covers the most important strategic planning, strategic and professional decision-making, besides personal suggestions and nominations. The Senate is formed of 18 elected members. It is the top management body of SZFE. As the decision-making and monitoring body, the Senate defines the activities of the university, particularly the training and research functions, as well as the operation of the university and it also monitors their implementation.

The scope of the Senate's authority covers the following fields:

1. Professional governance (education and research)

2. Strategic planning and decisions
3. Annual budget plan
4. Nomination (directors, etc.) and delegation
5. Work out the curriculum, courses, regulations, etc.

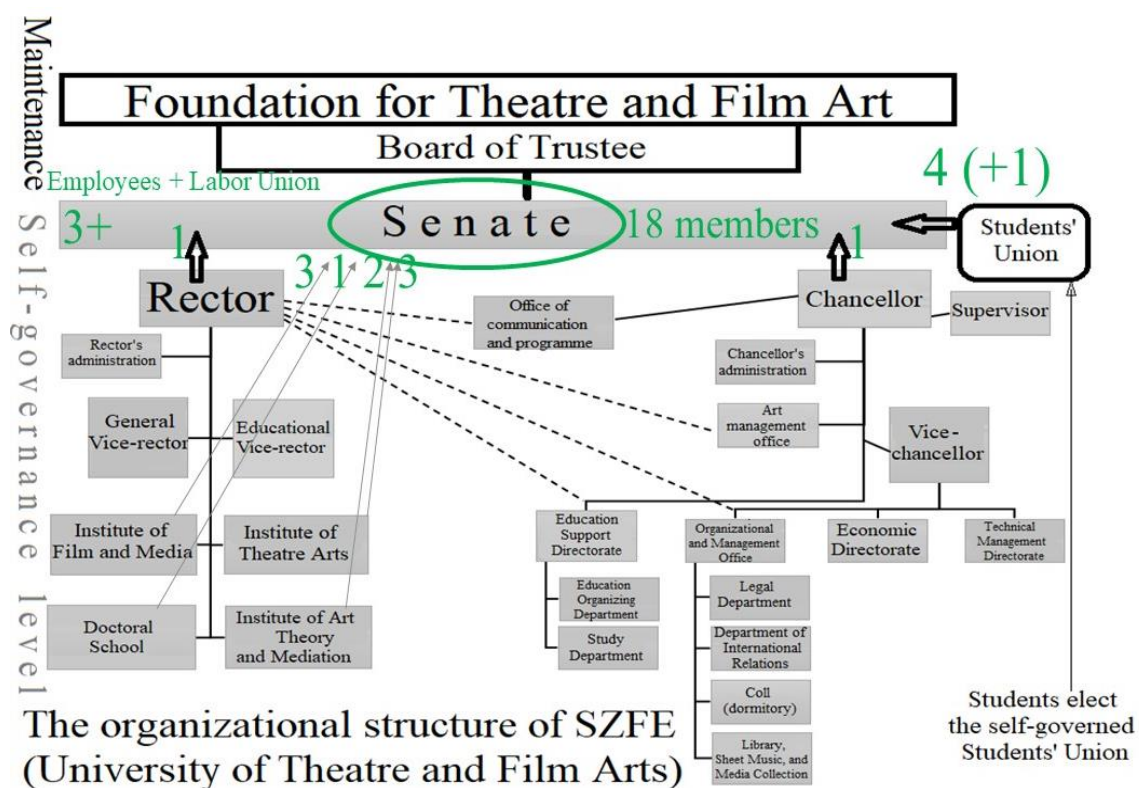


Figure 11 – Delegation to the Senate of SZFE (with the number of the delegated members)

Additionally, various central university bodies operate – the **rector**, the **chancellor**, the **directors of the institutes**, and the **Students' Union**.

## Rector

The **rector** is the first responsible leader and representative of SZFE, chosen (elected) by the Senate, and appointed (assigned) by the president of Hungary.

The scope of the rector's authority covers the following fields:

1. Representative of the SZFE (both legal and scholar)
2. Professional and scholar (professional) governance
3. Leader of the academic bodies (research and educational institutions)
4. Planning, nominating, organizing, educational operation, etc.

## Chancellor

The **chancellor** (delegated by the SZFE Foundation) is responsible for the financial and administrative management, legal and procurement, technical and IT operation of SZFE, besides the preparation of some kinds of decisions regarding financial tasks, while some offices and bodies are governed together with the rector. The chancellor is nominated by the SZFE Foundation (the stakeholder) and appointed by the prime minister of Hungary.

The scope of the chancellor's authority covers the following fields:

1. Management, and administrative tasks
2. Legal control, and procurement
3. Technical, and IT operation

## Faculties and Institute Directors

There are three “faculties” (institutions) at SZFE, and another scholar body, the Doctoral Scholl:

- Institute of Theatre Arts
- Institute of Film and Media
- Institute of Art Theory and Mediation
- Doctoral School (issues both DLA degree for film and theatre art and Ph.D. degree for art theory studies)

The institutes are managed by their **institute directors** delegated by Senate, governed, and controlled by the **rector**.

## Student Union

**Students’ Union** (HÖK) has a long tradition in Hungary and the SZFE. The Union’s main duty is to represent Hungarian and international students at SZFE in different issues, such as study, allowance, and remedy issues. The Students’ Union has a two-tier structure: first, the students elect directly the representatives from themselves, then the faculties delegate members from the representatives to the University Students’ Union (HÖK/EHÖK). The Students’ Union delegates 4 members, and the Ph.D. students delegate plus one member to the Senate, so they participate in the highest decision-making body of the university, besides many other tasks.

The University Students’ Union coordinates the work of the Faculty Students’ Unions, represents students in the university governance and the National Students’ Union, through NSU the Hungarian Accreditation Committee as well. Students’ Union organizes the student community life. The Students’ Union is an autonomous organization, which

elects the representatives in a democratic way and all in all the heart of the students' fellowship, and delegates members to the Hungarian Accreditation Committee.

The governance structure of the SZFE consists of a very complex governance model, with a division of powers and the system of checks and balances.

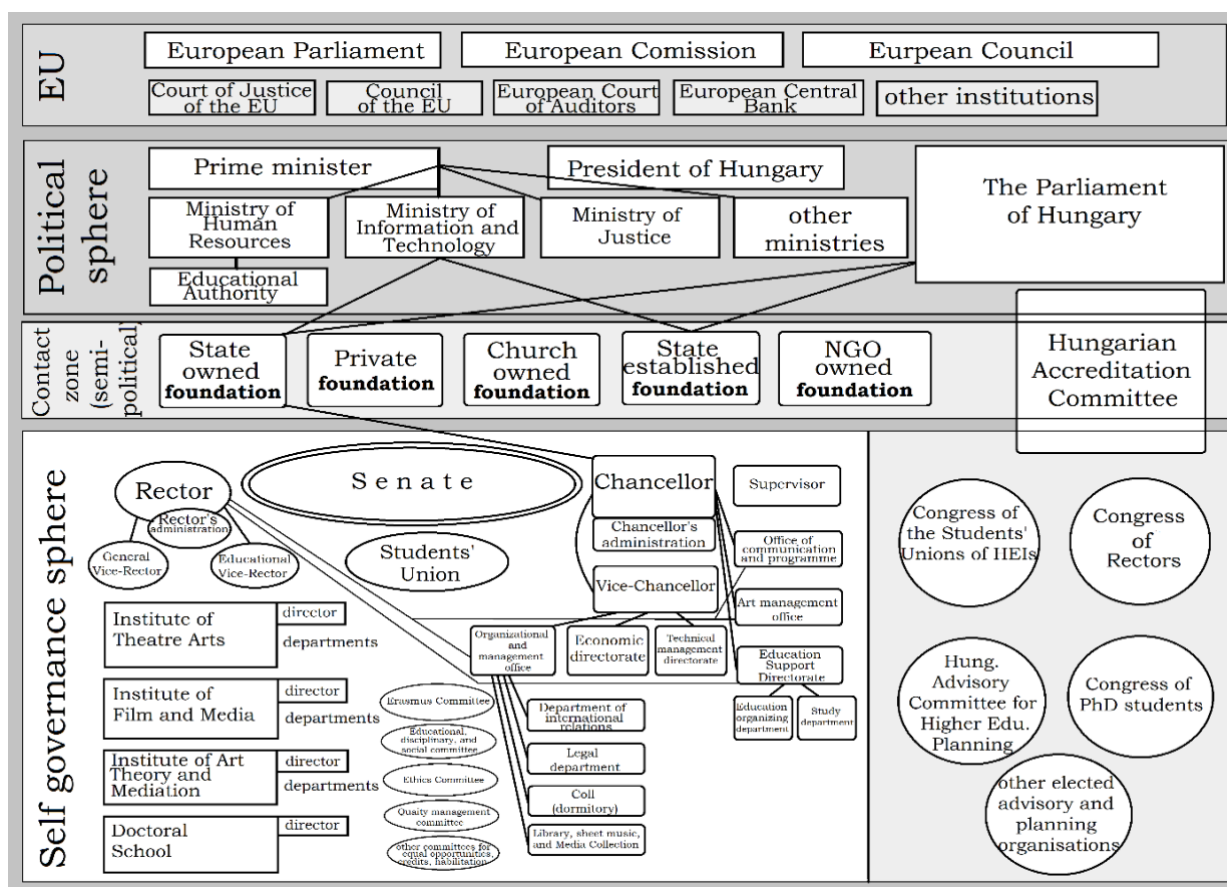


Figure 12 – The structure of the main bodies of SZFE within the academic sphere, the stakeholder's contact zone, and the political power

If we would like to place the SZFE's university bodies between the powers of the Political and the Academic sphere, we can see a complex relationship. Senate (as the top decision-making and managing body) is elected and delegated by the Academic sphere.



Rector is chosen by the Senate but assigned by the President of Hungary. Chancellor is delegated by the stakeholder (SZFE Foundation), but the frame of the chancellor's activity is set up by the Senate and the Foundation.

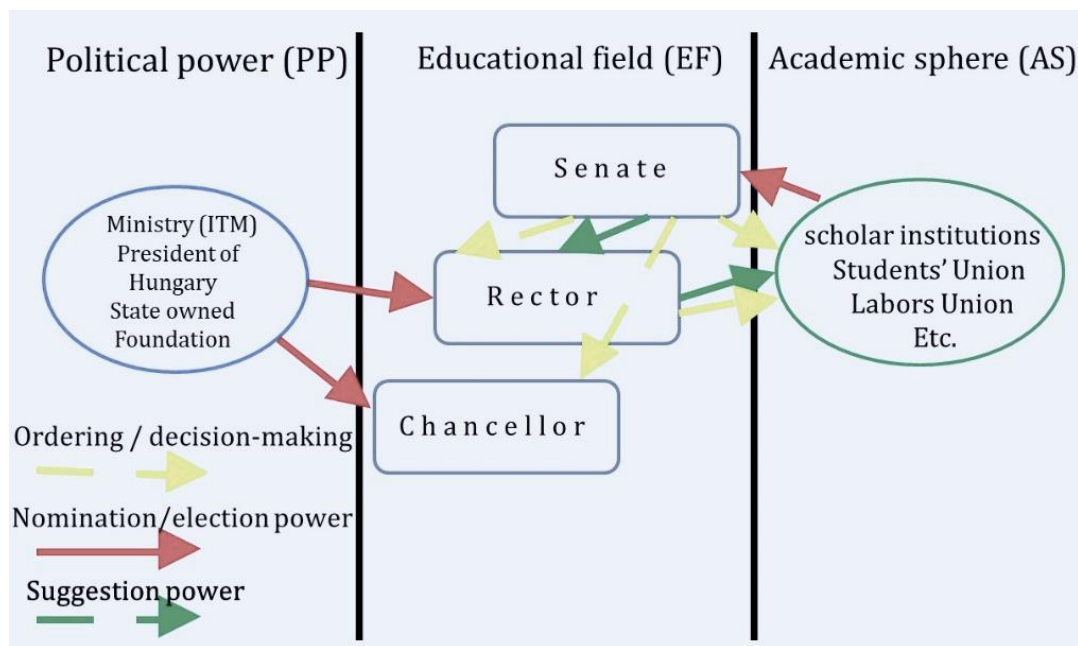


Figure 13 – The structure of the main bodies of SZFE in the light of political decision-making

## THEORETICAL FRAMEWORK: “BOARDISM” VS ORGANIZED ANARCHY

---

The mapping of the existing governance models in the four HEI integrating FILMEU highlights the differences and disparities in the governance models of these four HEI, following both legal, cultural and social settings in each one of the four countries that integrate the Alliance. Instead of trying to strive for similitudes, our research exercise tried to critically highlight what these four models tell us. From that analysis a theoretical framework emerged that points to a general tension in existing models of higher education governance in Europe, between what some call “boardism” and a pre-existing state we can label as one of “organized academic anarchy”. If we want to promote an original governance model in the context of FILMEU that adheres to the transformative agenda for higher education of the EU but is somehow flexible enough to accommodate all the intrinsic particularities of the different national models we have just described, we need to understand these two theoretical approaches and what they entail.

### **From the organized anarchy to boardism (trend of the model changes in the higher education sector since the 1970s till the 2000s)**

In their inspiring paper in 1972, Michael D. Cohen, James G. March, and Johan P. Olsen introduced a new, critical notion for the governance and management models of the higher education sector in the USA – they called it *organized anarchy*. They compared academic institutions and business-corporate organisations, basing their argumentation on a survey amongst presidents of higher education institutes (hereinafter referred to as HEI). Cohen, March, and Olsen concluded that the contemporary (1972) way when

governance is based on the academic sphere can be considered as disruptive technologies (*garbage can model*). Management actors and the academic bodies of HEI must be nimble in this old-fashioned model to cope with the organizations characterized by

a) **uncertainty** (problematic, unclear preferences, absent guidelines, HEI's identity consists of a loose collection of ideas, despite a coherent structure and well-defined goals)

b) **unclear decision-making technology** (processes are not clear even for the members of the HEI since it operates in 'trial and error' circles; pragmatic inventions are based on learning from accidents and past experiences), and

c) **fluid participation** (wide range of participants in how much time and effort they offer for the several domains and processes they are involved; their involvement depends on their time and interests).

These handicaps cumulate – such as the three authors argue – when a choice opportunity arises. The symbol of choice opportunity is the garbage can drop in the problems, decision-makers, and solutions incoherently, and parallelly.

## The characteristics of boardism

Many scholars stressed that to optimize the strategic planning and decision-making process it would be essential to have a clear management structure, governed by a board of experts set up by the stakeholders. This theory suggests that for a more successful HEI, the governance structure needs to reconfigure into a new form, where the strategic decisions (budget, designation, strategic planning) are made by a board of

organizational experts in economics, law, politics, etc. delegated by the stakeholders. This invention of ‘corporatisation’ turned HEIs from a self-governance of ‘scholar-ship’ to a market- and profit-oriented management ruled ‘business-ship’.

Structural change as a new phenomenon was installed in more and more countries since the 1970s. The development of corporate-like organizational features (by using the term of Amélia Veiga and Alberto Amaral Magalhães, the *boardism*), caused

- a) a **declining the power of teaching staff** (decrease of academic self-governance),
- b) a **reinforcement of clear hierarchies** (organisational top-down hierarchic decision-making), and
- c) the **growing influence of external stakeholders** (an increase of external managerial governance)
- d) **market-based competition** between the HEIs (financial factor and non-academic ranking indicators played a more important role than before).

Supporters of this theory had many confirmatory feedbacks from HEIs became successful in the worldwide competition, but – after a while of heuristic aura – also received serious critics from the academic field. The model-change was started in the USA, then adopted in more and more European countries (the trend, in general, was spreading from North/West to South/Easts). The ‘front runners’ were the UK and the Netherlands, followed by many countries (like Norway in 2002/2003 and Portugal in 2007). In the case of the members of the FilmEU, to invent this board-management model the last university was the SZFE, where the model-change was adopted in 2020, although with keeping some rights for the academic sphere as checks and balances. The board managements claim more potentials for quality improvement, receiving more innovation, and a greater role in research and development (R&D).

## Contemporary challenges

It is far from obvious how to balance the relative independence of the academic field with the decision-making optimization in order to create a more useful and successful governance model between the organised anarchy and boardism. The critics towards boardism by academics articulated in many recent papers, such as Damtew Teferra's one in 2014. The author argues that both models have benefits and detriments, but we should not forget that the higher education sector has different goals and values than the business one.

He suggests that the future governance model shall consider several aspects the boardism paradigm did not:

- **Profit factor** (profit-making is not in the first goals of HEIs)
- **Intangible output** (Knowledge creation and dissemination is hard to measure; this makes the outcome/output quite difficult from the business sphere)
- **'Binary' structure** (in contrast with the business world, HEIs consists of two parallel governance spheres: academic management and the financial and administrative one (staff).
- **Academic freedom** (a supposed idea of protecting it accepts neither intimidation nor harassment nor, even worse, firing by their institutions for non-conformist values, considerations, perspectives, politics, etc.)
- **External factors** (external evaluation factors – such as peer-reviewers, film festivals journals, scholarly societies, etc. – gives a limited perspective for the institutional managers, since academics are evaluated primarily on their intellectual output, and the success of their students)

- **Allegiance** (academics have usually more loyalty to their disciplines and intellectual curiosity than their institutions, and often congregate around trans-institutional networks of colleagues, e.g. for new projects)

Any future governance structures are required to consider these differences between the HEI sector and the business one. The later approaches shall wisely balance the interests of the stakeholders (the management) and the academic sphere. In the later part of this report, we present the model of the non-for-profit VZW association as a possible model to address these challenges.

## BENCHMARKING EXERCISE – CASE STUDIES ON GOVERNANCE MODELS OF HEI ACROSS EUROPE

---

### **The European Universities case studies - Existing Models in the Alliances**

Based on a EUA – European Universities Association recent studies (Claeys-Kulik, Jørgensen, Stöber, 2020; Estermann, Pruvot, Stoyanova, 2021) we present three case studies of other Alliances' governance models to illustrate the diversity of their governing bodies, their composition, and the complex interactions between them.

## Case Study 1

### Box 1. Una Europa Alliance : 1Europe project

The Una Europa Alliance was set up in 2019 and involves eight HEIs. The alliance is a platform for permanent collaboration that connects different project-based structures, one of which is the '1Europe project' selected under the first EU call.

Una Europa is registered as an Association under Belgian law, and therefore follows the governance architecture prescribed by its national legislation (see box below in orange). The project delivery line (in light pink) shows the EU project governing structure, which has significant overlaps with the overall governance.

The decision-making at the level of the Association is carried out by the Una Europa General Assembly and the Board of Directors, supported by an office, led by a Secretary-General. The General Assembly includes the executive leaders of all of the member institutions and one university-related member per member institution. The General Assembly appoints one director per university member to constitute a Board of Directors. The Board of Directors appoints a President, a Treasurer, and a Secretary-General. The Secretary-General is entrusted with the daily management of Una Europa and supports the work of the various projects. Una Europa also has an Advisory Board comprising nine socio-economic and academic representatives.

Project delivery management comprises three bodies: a 1Europe Executive Committee, a 1Europe Project Steering Committee and a Project Coordinator. The Una Europa Board of Directors, including the 1Europe Project Coordinator, acts as the 1Europe Executive Committee and is responsible for ensuring connection and synergies between the two frames. The Executive Committee liaises with all the actors in the Una Europa partner institutions on project activities,

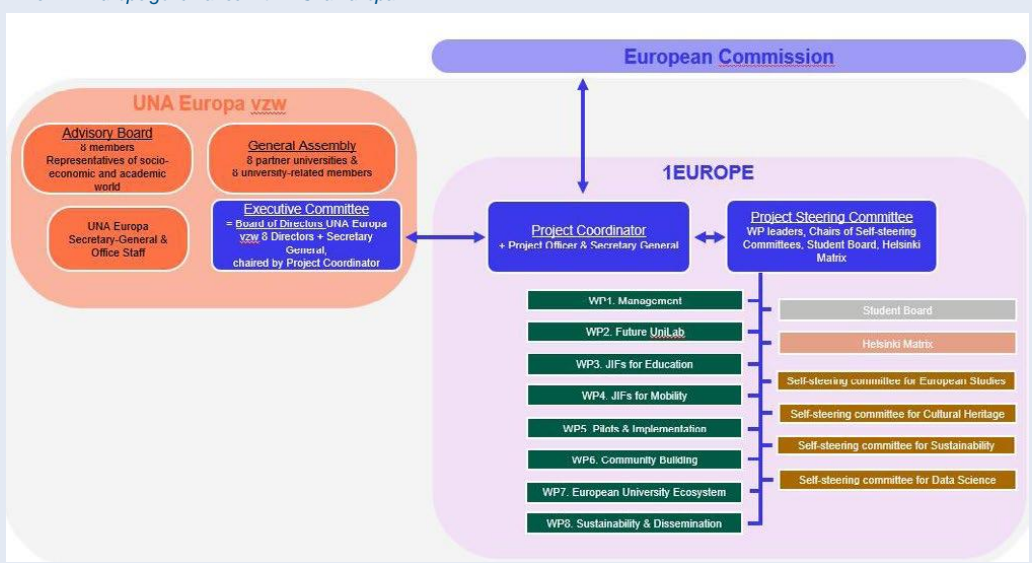
milestones reached, and outcomes delivered. It meets at least every four months but typically every six weeks.

A Project Steering Committee is the first point of interaction between the member institutions. It was set up to run and implement the daily project activities. The Project Steering Committee is chaired by the Project Coordinator or, in his absence, by the Project Officer, and comprises the following bodies: one Self-Steering Committee of academics for each focus area; Student Board; eight Work Package Leaders; one representative of the University of Helsinki; the president in charge of the Una Europa Board of Directors; the current or outgoing president of the Una Europa Board of Directors (depending on the role of the 1Europe Project Coordinator), the Una Europa Secretary General. The Project Steering committee meets once a month.

The Coordinator (KU Leuven) is the legal entity acting as the liaison between the members and the funding authority. It is responsible for overall supervision of the project activities and reporting, and entrusts daily coordination tasks to a Project Coordinator (the KU Leuven Vice Rector for International Policy), and the Project Officer, with the support of the Una Europa Secretary-General. Project coordination meetings are held twice a month.

Student representation is ensured through a Student Board, comprising one student representative per partner university. It elects a president and a secretary, who are members of the Project Steering Committee. The Student Board monitors and evaluates the activities and outcomes of the project, it acts as the first line of quality control.

Box 1.1 1Europe governance within Una Europa





## Case Study 2

### Box 2. Aurora Universities Network: Aurora University Alliance

The Aurora Universities Network was established in 2016. Their project, the Aurora University Alliance, was selected under the second EUI call in 2020.

The Alliance is headed by the **Alliance Board**, which comprises the member universities' chief executive officers (president, rector) plus two student representatives appointed by the Aurora Student Council. Each president is assisted by an Institutional Coordinator appointed by that president. The Board oversees alliance steering and profiling, and defines its structure, composition and strategic direction. In principle, decisions are reached by consensus.

The Aurora Alliance Board appoints a core team, the **Alliance Board Committee**, which comprises four presidents and one student representative. The Committee is responsible for instructing and guiding the Aurora Alliance Management Team, and for reviewing and deciding on its proposals, agreeing on press releases and joint publications and deciding on all-budget related matters. The Alliance Board Committee reports to the Alliance Board.

Daily management of the Alliance is entrusted to the **Alliance Management Team**, which reports to the Alliance Board directly and through the Alliance Board Committee. The Management Team includes a full-time **Alliance Programme Director**, responsible for the operational and strategic management of the Alliance programme and its designated ECAS portal "Coordinator"; the **Aurora Secretary General (50%)**, who is responsible for the alliance's strategic management and for strategic coherence between the Alliance Erasmus+ programme and other Aurora Alliance and Aurora Universities Network activities; plus the **Aurora Office Manager (50%)** and the **Aurora Communications Officer (50%)**.

The Secretary General, Office Manager and Communications Officer are part of the existing Aurora Universities Network governance structure. These functions are now 50% assigned to the Alliance programme. This is a shift in function for the Secretary General, and an extension for the Office Manager and Communications Officer.

The next governance layer comprises three substantive and three technical **Work Package (WP) teams**, each led and co-led by two distinct Alliance members. WPs monitor and guide the work in their work packages and supervise their management by the Alliance Management Team.

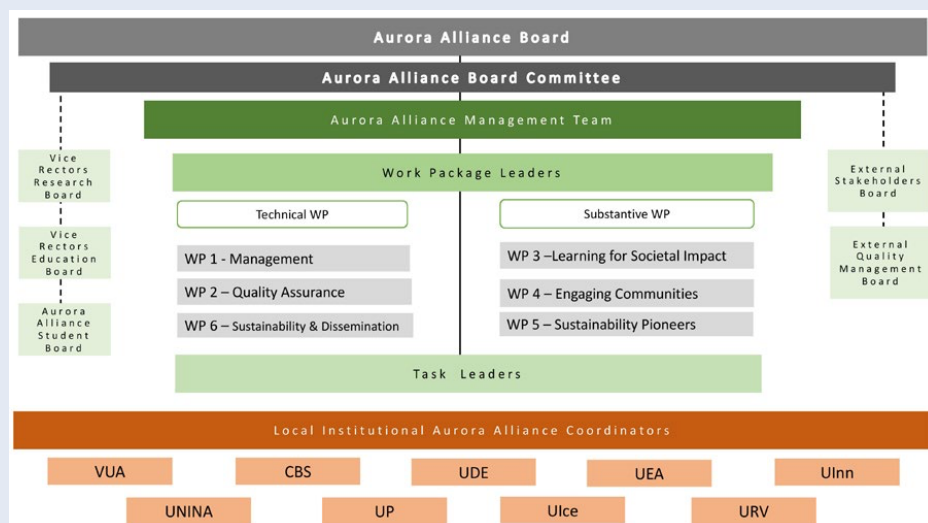
Aurora hired three external independent experts to be the **External Quality Board (EQB)**. The EQB is mandated to advise the Alliance Board and technical WP teams and has direct access to the work of individual task teams.

The **Vice Rectors (VRs) Education group** and the **VRs Research group** are part of the Aurora Universities Network standing structure. They advise the Aurora Alliance Board. The VRs Education group focuses on WP3 Learning for Societal Impact. The VRs Research group focuses on the synergy between the Aurora European University Alliance Erasmus+ programme and the expected Aurora Alliance SWAFS programme for research & innovation support.

The Aurora Alliance **Student Board** comprises student representatives from all of the member institutions. The Student Board advises the Alliance Board.

Activities to produce the programme outcomes and impacts are organised into the **Task Teams** – all of these are inter-institutional and all rely on active student involvement. Task Team members and leads/co-leads are nominated by the member universities. Student members are recruited through the Aurora Student Champion scheme.

#### Box 2.1 Aurora University Alliance governance



## Case Study 3

### Box 3. UNICUniversity Alliance

The UNIC Management Board is the alliance's decision-making body. It comprises one representative from each member university (executive leaders i.e., rectors and presidents) and is responsible for overall alliance steering, including membership, finances, content and changes to the Alliance plan. The Board meets twice a year and decisions are taken by a two-thirds (2/3) majority of the votes cast.

The Coordinator of the Alliance (Erasmus University Rotterdam (EUR)) is the intermediary between the UNIC University Alliance and the funding authority. This role includes preparing meetings, transmitting documents, monitoring partners' compliance, administering finances, etc.

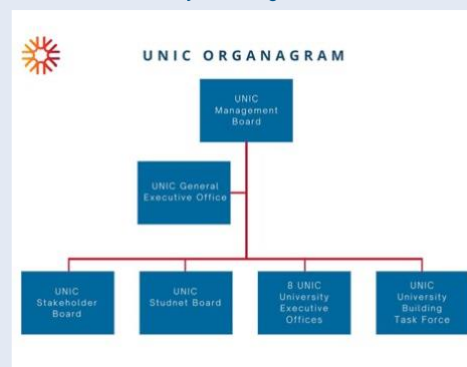
The UNIC General Executive Office (based at EUR) oversees the everyday management and organisation of UNIC. This includes daily management activities; meeting support; financial and technical reporting support; support for communication and dissemination activities; IT support and providing other administrative assistance where needed. The UNIC Executive Office is accountable to the UNIC Management Board. The UNIC General Executive Office comprises the Alliance Coordinator, two Programme Managers and one Project Manager.

The UNIC Student Board is responsible for student representation and the integration of the students' perspective in UNIC activities. Every UNIC university has a student representative on this Board, who is also a member of each University's Executive Office. The board discusses, advises and consents on UNIC university-wide plans. The Student Board selected two students to represent the UNIC Student Board on the UNIC University Building Taskforce.

The UNIC Stakeholder Board provides the Management Board with input and continuous feedback from the relevant stakeholders on the need, relevance, and impact of UNIC activities and outcomes and also on the evolving opportunities from their perspective. The Stakeholder Board elects one chair and includes representatives from three domains of the associated partners: city administrations; businesses, enterprises, and private agencies; and NGOs and other public bodies.

The UNIC University Building Taskforce comprises representatives from each member institution, to ensure that all UNIC activities and the actual structure of the UNIC University are co-created by a core-body with clear and shared distribution of tasks and responsibilities.

#### Box 3.1 UNICUniversity Alliance governance



To ensure alignment with the governance of each individual institution, each partner established a UNIC University Executive Office. Box 3.2 shows how University College Cork (UCC), Ireland populated its Executive office to govern and manage the implementation of UNIC, to embed the concept of a European University within the overall institution, and to organise and coordinate the other member institutions' involvement in the alliance. The UCC University Executive Office includes participants from across the University in areas ranging, for example, from the Offices of the President, the Registrar, Academic Affairs, European Relations and Public Affairs, International Education, Social Sciences, ICT, Research and Innovation, Diversity and Inclusion, ICT, Corporate and Legal Affairs, Marketing and Communications, Civic and Community Engagement, etc. as well as from the city partner: Cork.

#### Box 3.2 UNICUniversity Executive Office at University College Cork



These case studies show how complex the situation is within existing Alliances that are operating in parallel with FILMEU. After this, we looked outside of the scope of the EU in order to identify possible existing models that could fit our needs. We identified the case of the Swiss Federal Institutes of technology as a good benchmark.

## The Swiss case study - Higher Education in Switzerland

In the last decades there has been a tendency towards re-shifting the balance of power from the traditional main players within a higher education system, the State and the academic understructure (i.e., the academic community that carries out teaching and research), to the position of the rectorate and other central administrators. Nevertheless, within this general movement, it is possible to note several differences between national systems and individual organizations. A good example of this is the Swiss Higher Education system where there is no shared institutional framework and where a multiplicity of bodies, laws and funding systems supervise different institutions.

Today's Swiss higher education consists of three types of institutions: the two Federal Institutes of Technology (FIT), the ten Cantonal universities, and the seven universities of applied sciences (UAS). All these institutions have three-year bachelor and two-year master's programmes (ISCED 6- 7). Doctoral degrees (ISCED 8) cannot be pursued at the UAS, which are oriented towards professional education and applied research. The system is rather regionalized and limited in scale: the largest university houses a little over 20.000 students, while many HEIs do not exceed the number of 10.000 students and thus would count as small institutions in international comparison. Of the ten Cantonal universities, seven are broadly generalist covering most scientific domains, while three of them are specialized in a few fields; the FIT's cover only natural sciences

and technology, while the UAS are nowadays covering most domains in professional education (Fumasoli and Lepori 2011: 163-164).

Underlying these institutions are three models of institutional governance: a council-centered model, a president centered model and the FIT's governance model; all of which vary in terms of the different roles they ascribe to the primary agents of institutional governance (Fumasoli 2008). In the first model, which is essentially that of Basel, Luzern, Lugano, St. Gallen and Zürich, the council operates as the main governing and acting body. Its members are appointed by the political power, the cantonal governments. The second model can be found in Bern, Fribourg, Genève, Lausanne and Neuchâtel and considers the president as the main governing body. Appointed by the political power, the president almost acts as a CEO. On the other side, the councils in these universities have members elected among the academic community and act as supervisory bodies. Lastly, the third model relates exclusively to the FIT's and is somewhat unusual in form. At the highest level, there exists a unique FIT Council, whose members are appointed politically. The FIT Council acts outside EPFL/ETHZ perimeters and both EPFL/ETHZ presidents report to this council. The political power delegates governance and administration tasks to the FIT Council. In particular, the FIT Council coordinates and allocates huge resources among EPFL/ETHZ and has a similar role to any National Science Foundation.

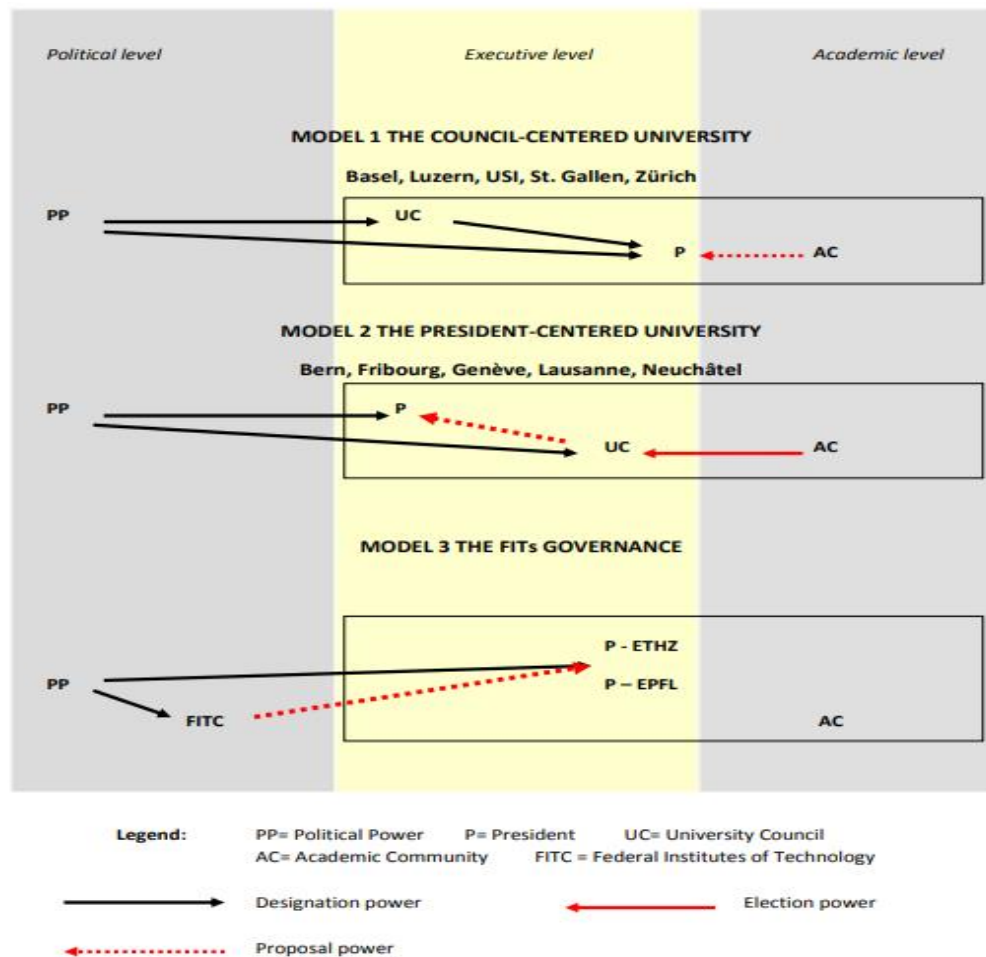


Figure 14 – The Swiss model of governance of the FITs

### FILMEU governance: parallel with the Swiss model

The FIT governance model contains some characteristics which resembles FILMEU Alliance at several levels. If we look at the European Universities Initiative as the first step towards the formalization of the concept of European University with supranational

legal status, then the analogy with the Swiss case can be easily captured through the following table:

Federation	Switzerland	European Union
States	Cantons	Member States
Local HEI	EPFL, ETHZ	UL, LUCA, SZFE, IADT
Local Governance	2 Presidents	4 Presidents
Global HEI	EPFL + ETHZ	FILMEU Alliance
Global Governance	FIT Council	?

A possible parallel with FILMEU Alliance can be obtained if we define a supranational governance structure, closer to the European Union and with administration powers over strategy, coordination and allocation of resources among the Alliance members.

## CONCLUSIONS: DEVISING A FUTURE GOVERNANCE MODEL FOR FILMEU – THE EUROPEAN UNIVERSITY OF FILM AND MEDIA ARTS

---

### Obstacles regarding the future governance of FilmEU

FilmEU encounters, in order to be fully implemented as a European University, several obstacles that are common to all Alliances and result from external factors, ranging from the inexistence of a legal status for European Universities to the incompatibility between different aspects of its mission (i.e. the provision of European degrees) and existing national legal determinations. Besides this, our analysis identified further obstacles according to the special objectives and structure of FILMEU:

- a) how to manage the **multi-level structure**: 1. national level (member universities of the consortium, that are legal entities in their own) and 2. supranational (federal/common/joint) level of it (FilmEU as a legal entity). It requires a strategic decision in which decisions shall be kept at the national/member level, and which shall be delegated to the higher, common decision-making body, expecting a joint decision.
- b) equal or proportioned **ratio of votes held by the member universities**: how many board members shall the member universities delegate/nominate for the federal level decision-making body. Shall this issue follow the financial participation or other matters?
- c) which decisions requires a vote of a **qualified majority** (50%+1 vote, 2/3, 75% or 100%) in the common decision-making process (the 100% vote gives the right of veto for any of the member universities or its delegated board members).

d) **quality assurance in art** (and education of arts) is a very special area, hard to be ranked by objective indicators, so the benchmarking and the setting up the goals should consider its unusual kind. Another obstacle is coming from the absence of a common European accreditation procedure. It results in a case when all the member universities shall accredit the programmes at their national levels.

e) how to **invent a common brand** (values, principles, and objectives), with keeping the character of each member university (such as its special values, traditions and contributions in education).

f) how to regulate the **question of the sanction** (what the consequences shall be of transgression/breaking the rule, delay, etc.).

g) the problem of the **representative position** (whether it shall be an annually/biannually circling, ever-rotating, or a regularly elected, re-elected position)

h) the problem of cancellation, how to **terminate the membership**, and exit the joint university (termination period, terms and conditions of exit, the frame of cancellation right, who can terminate the membership, the member universities, the stakeholders, or the common board)

i) clarifying the **status of stakeholders** of the FilmEU (whether the member universities or their stakeholders will keep the direct influence, and – at last but not least – the European Union remains only financial support, or claims for a position of a co-stakeholder, besides the members)

Some of these obstacles require decisions of the member universities, while others an acceptance of their stakeholders, although several issues need a legislative act as well, both at the level of the national states and the EU.



In order to overcome, or at least test a possible governance model that could accommodate, many of the problems we have highlighted so far, we looked at the potential of a non-for-profit association under Belgium legislation as a potential model for a governance body that could deepen the commonalities between the four HEI without threatening the individuality of each one of them.

## One Scenario - the Association vs the European Agenda

FILMEU - The European University of Film and Media Arts, includes in its mission the ambition:

*The design and enactment of a set of **common structures of governance** that assure a united strategy, identical policies and common rules amongst the Alliance members, that are supported by a unified branding and communication strategy and the implementation of a set of structures and boards that give voice to all the individuals and institutional stakeholders participating in the Alliance*

Based on the discussions and findings from the previous sections, in these conclusions we want to reflect on a possible approach to a governance model for the European universities and in particular FILMEU.

Implementing a new governance model for the FILMEU Alliance, that serves the interests of the institutions involved, in the implementation of the future European university faces the following challenges, highlighted in several background documents produced by the commission and also identified in the early mapping exercises we presented in this report:

- Absence of a clear legal status for the European Universities: this is probably the main challenge we face. Until now there is no clear indication of what the legal status of the future European universities will be. Considering higher education is a prerogative of the member states, we can assume it will be extremely difficult to reach a consensus on this in the short term;
- Institutional balance: the new university will be a joint initiative resulting from the efforts of a number of partners. The new institution will not replace existing institutions. It should act as a surplus adding value via the development of activities the different institutions would not be able to develop on an individual basis.
- Several obstacles and hurdles in relation with the common recognition of degrees and qualifications;
- Lack of existing structures that can support the creation of a common sense of belonging/identity;
- Lack of joint elements that can facilitate common activities - i.e. joint acquisition of funding - and support mechanisms of common governance beyond the limited scope of project management though facilitating long term collaboration.

In order to surpass some of the identified obstacles and facilitate long term cooperation, FILMEU decided to create the FILMEU non-for-profit association under Belgium legislation (VZW). **The implementation of this Association is a first step in the design and implementation of joint structures in different domains (education, research, sector/society)**

- to pursue a long-term deep, broad and integrated cooperation between its member schools of high-quality education and research in close collaboration with creative industry and society;

- to develop and implement strategies in order to make this integrated cooperation a sustainable reality by setting up funding mechanisms through applications with subnational, national and European bodies;
- to further propagate the vision of the initial FilmEU proposal;
- to cultivate a culture of excellence in education and research by adapting best practices of its member schools, including through an ever stronger cooperation between their administrative services;
- to contribute to the development of the European Higher Education Area and the European Research Area.
- to embrace the growth of the association allowing new members to collaborate and complement the association's education and research agenda

We plan to achieve this by

- stimulating the mobility of students, PhD students, teachers, researchers, technical and administrative staff between its member schools and in this way constantly investing in intercultural competence creation;
- facilitating the joint organization, among its member schools, of short and long training courses, experimenting with different formats, with or without a diploma;
- fostering the joint participation of the association members in research projects;
- active participation of creative industry partners in curricula and research projects;
- developing innovative activities that will strengthen cooperation in research and education between its member schools;
- developing new research clusters;
- joint communication about education and research outcome;

- joint representation/communication;
- engaging with regional, national, European and international policy makers, administrations and organisations;
- monitoring policy developments in higher education and research.

A recent document from the EUA highlighted two important governance aspects that need to be addressed:

- One is the broad inclusion of leadership teams, at various levels within the institutions, which will be instrumental in sheltering the alliances from shifting foci and differing leadership cycles. Close connection between the alliance governance and that of its members must be sought, ensuring that partner institutions that feature dual governance structures have channels that involve both types of bodies, according to their competences. This will allow to maintain a solid link between the alliance vision and activities and the institutional strategies of the alliance members.
- The second is the engagement with, and involvement of representatives from all levels of the university governance, which may indeed at times be quite extensive. Nurturing a bottom-up approach of transformation remains an important mechanism to ensure that this initiative is not imposed top-down, but comes through motivated and inspired people from all levels of the institution who believe in the alliance vision.

Ensuring buy-in of the diverse university community and continued leadership commitment, over the longer run, also matters enormously when considering finances, which is in general an essential aspect of the sustainability of any collaboration scheme. Developing and maintaining the alliances requires and will continue to demand significant resources, primarily human resources. In addition, depending on the funding

framework, universities may have to consider medium-term financial trade-offs, for instance with regard to the influx of EU students compared to higher fee-paying international students.

**What can the role of the association be in relation with these two issues: inclusion of leadership and involvement of representatives?**

Following the previous discussions and the proposals put forward in this document, it's clear to us that our future governance model must be one that balances "boardism" with "organized anarchy" while striving for the fulfilment of the mission of the Alliance and the attainment of the diversity it implies.

**Based on these insights the governance model that is used for the association should be a combination of the institutional leadership model of the different partner institutes and a more dynamic project-based expert model.**

For the second component it is interesting to look at the UNA Europa association. They installed the very inspiring project teams approach consisting of representation of the different institutes in domain specific steering committees and different services groups.

For every new project one of the institutes of the association takes the lead and is backed-up by the own institutes services. A steering committee of experts from the different institutes chaired by the lead institute is in charge of the project. The lead's service representatives discuss the project requirements in the different inter-institutional service groups.

For the second component of the association model we can also look at the project management structure of the Erasmus+ FILMEU model. The general coordination is done by the project management board (compare with the steering committee from

UNA Europa model) and different inter-institutional taskforces combining services and domain expertise.

## A possible combined model

The future governance of FILMEU must be one that is built upon the expertise and knowledge that already exists in each one of the HEI that integrate the Alliance, while at the same time promoting and allowing for more knowledge generation and sharing that what the existing individual structures allow for. This implies, as already mentioned, a clear separation between the areas of intervention of each one of the levels (national and supranational) but also an operational model that allows for flexibility and quality. The proposed model that combines the existing structure in the form of task forces that respond to concrete challenges or problems, seems like an adequate answer to this requisite.

Every institute has his own governance model, his own domain experts and his own structure of organizing services. Services are defined as the support for the main domains the institute is active in. Services can be ICT, infrastructure, HR, research support, education administration, Quality assurance, communication, ...

The leadership structure of the association consists of an executive committee, domain entities and supporting service groups. In each of these entities the different participating institutes are represented.

Each domain entity is responsible for the policy plan of the specific domain within the association. In these policy plans different projects are indicated. These can be based on external calls for projects or well defined joint projects financed by the individual partners.

In the project based component of the governance model every project (from idea to afterlife) is assigned to one of the institute partners. This means this institute takes the lead of the project and therefore also builds on the services of the own institute. An expert team will be put in place that consists of experts from the different participating institutes. Not every partner needs to be involved in every project. In the services groups the required services in the project are discussed with the other institutes.

The proposed model balances existing central structures and services with flexible joint task forces. The assumption is that the HEI of the future is one that constantly responds to calls and needs emerging from the external environment where it operates, and not a closed institution that does not respond to societal needs and challenges. Our assumption is that the proposed VZW status is a good possibility for the setup of a governance structure that jointly supports the described **dynamic project-based expert model** since it integrates all individual institutions, balances the commitment of the leadership with the involvement of representatives across the HEI, and allows for the prosecution of joint activities promoted by tasks forces that jointly act independently of each institution but in accordance with their interests and resorting to their services and expertise.

## REFERENCES

---

Claeys-Kulik, Anna-Lena; Jørgensen, Thomas E.; Stöber, Henriette (2020), "International strategic institutional partnerships and the European Universities Initiative; Results of the EUA survey" EUA April 2020, available online at: <https://eua.eu/resources/publications/925:international-strategic-institutional-partnerships-and-the-european-universities-initiative.html>

Cohen, M.D.; March, J.G.; Olsen, J.P. (1972): A garbage can model of organizational choice. *Administrative Science Quarterly*, SAGE, 17(1): 1–25.

ESTERMANN, Thomas & PRUVOT, Enora Bennetot & STOYANOVA, Hristiyana (2021). "The Governance Models of the European University Alliances: evolving models of university governance I. EUA report". Available online at <https://eua.eu/resources/expert-voices/218:the-emerging-governance-of-the-european-university-alliances-future-proof-complexity.html>

Fumasoli, Tatiana, and Benedetto Lepori (2011). "Patterns of strategies in Swiss higher education institutions." *Higher Education* 61.2: 157-178.

Fumasoli, Tatiana (2008). "Governance in Swiss Universities. A comparative analysis through cantonal and federal laws." *Proceedings Fifth International Euredocs Conference*, Porto

LUCA (2020) [gecoördineerde statuten LUCA School of Arts na BAV 09 07 2020.pdf \(luca-arts.be\)](#)

LUCA (2018) [Huishoudelijk reglement LUCA goedgekeurd door AV van 08 11 2018.pdf \(luca-arts.be\)](#)

Maruša Hauptman Komotar (2020): Discourses on quality and quality assurance in higher education from the perspective of global university rankings. *Quality Assurance in Education* 28(1):78-88



Magalhães, M. António (2021): *Governance in European Higher Education*. Presentation for FilmEU WP7 on 28/04/2021

Teferra, Damtew (2014) 'Organised anarchy' – The enduring paradigm of university management. *University World News* online journal 2014.07.18., see ['Organised anarchy' – The enduring paradigm of university management \(universityworldnews.com\)](https://www.universityworldnews.com/2014/07/18/organised-anarchy-the-enduring-paradigm-of-university-management/)

Veiga, Amélia – Magalhães, Alberto Amaral (2015): From Collegial Governance to Boardism: Reconfiguring Governance in Higher Education. In: *The Palgrave International Handbook of Higher Education Policy and Governance*. Routledge, 2015

UNA Europa Annual Report (2020), [https://una-europa.imgix.net/resources/1Europe\\_Una-Europa\\_Annual-report\\_2020-2021-3.pdf](https://una-europa.imgix.net/resources/1Europe_Una-Europa_Annual-report_2020-2021-3.pdf)

Follow us on social media

[@filmeu.university](#)

[www.filmeu.eu](http://www.filmeu.eu)

Co-funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or Erasmus Plus. Neither the European Union nor the granting authority can be held responsible for them.