# Financially Sustainable Universities

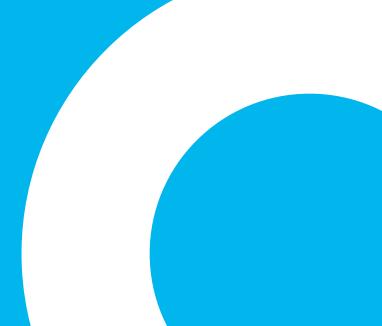
In-depth analysis

# **Enora Pruvot & Nino Popkhadze 3 October 2024 | Funding Forum**











- EUA's work on FSU
- **Financial management**
- Efficiency
- Borrowing
- **Income diversification**
- Fundraising
- **Co-funding**

# **Financially Sustainable Universities**

**EUA PUBLICATIONS 2008** 

FINANCIALLY SUSTAINABLE UNIVERSITIES

TOWARDS FULL COSTING IN EUROPEAN UNIVERSITIES

**EUA PUBLICATIONS 2011** 

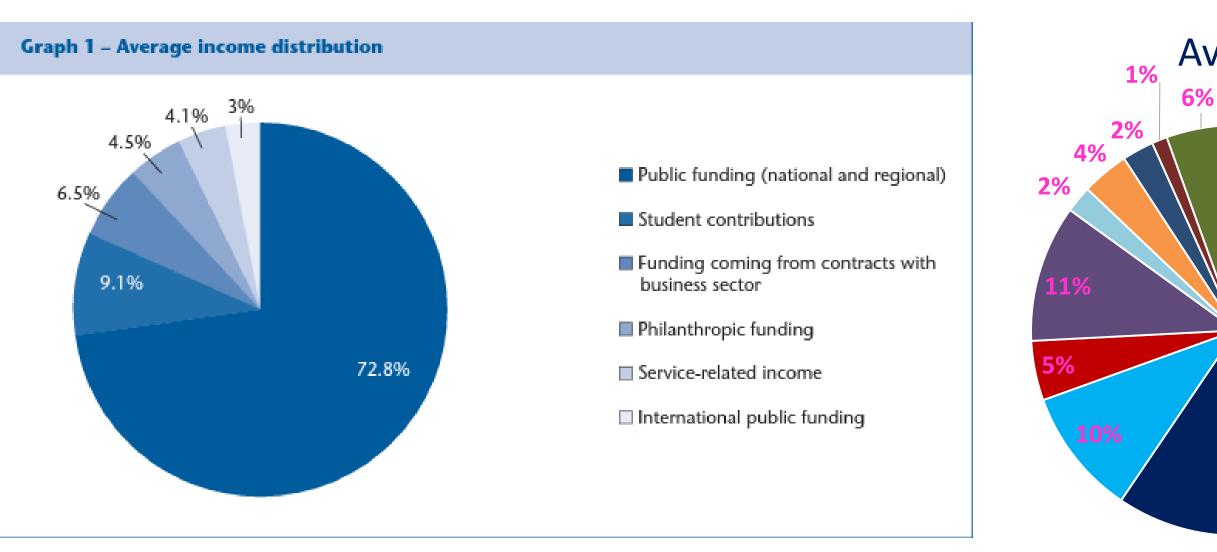
# Financially Sustainable Universities II

European universities diversifying income streams

Thomas Estermann & Enora Bennetot Pruvot

# **Financially Sustainable Universities**

# 2011

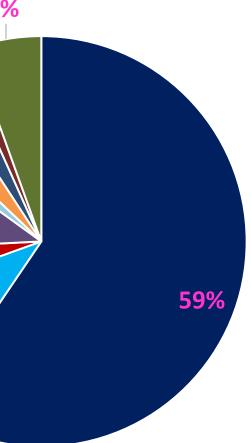




### Source: EUA Financially sustainable universities II

# 2024

## Average income structure



- Core public funding (national/regional)
- Competitive public funding (national/regional)
- International public funding (incl. EU funding programmes)
- Student contributions (home students)
- Student contributions (foreign students)
- Contracts with businesses (research and education related)
- Service-related income
- Philanthropic funding
- Other

# N=168

# Financial management

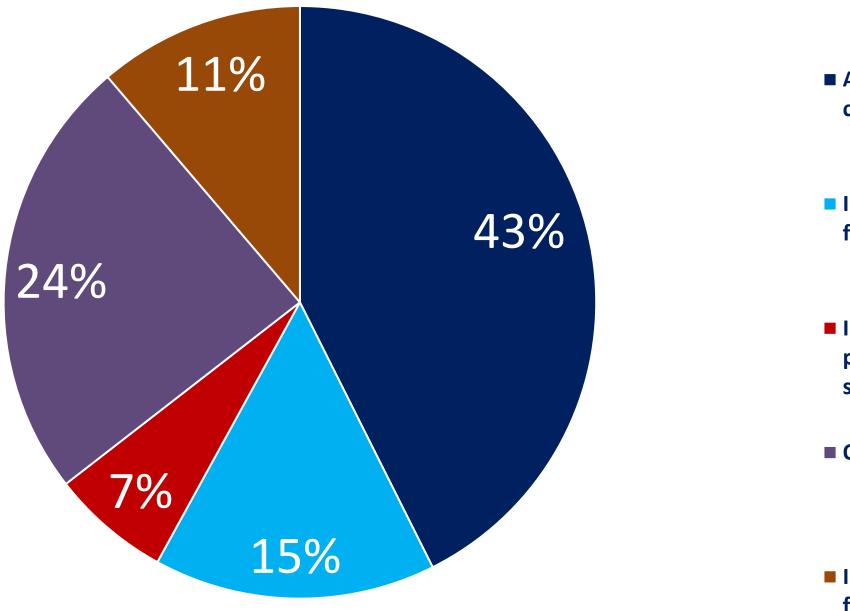
Most respondents stated that their internal modes largely, or to some extent, mirror public funding modalities.

# Relationship between internal allocation model and public funding allocation modalities

Competition is another reason why universities choose to differentiate their internal funding model – either due to the competitive nature of the national model or to make internal resource allocation more competitive. In a few cases, public universities are obliged to follow the public funding model

> In cases where universities partially align their internal allocation with public funding modalities, the goal is to make internal funding distribution more flexible and aligned to institutional priorities. The complexity of the public funding models seem to be one of the most common reason why universities have different systems in place

### Internal allocation of indirect costs from project/contract funding





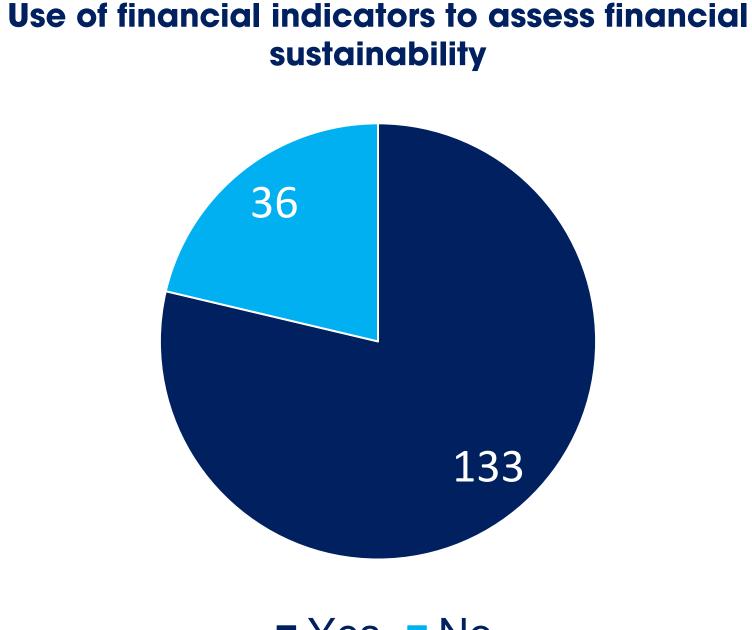
All or part of the indirect costs are allocated centrally

Indirect costs are used by the staff responsible for the project/contract

Indirect costs are pre-allocated to a specific purpose (for instance to develop support structures)

Other

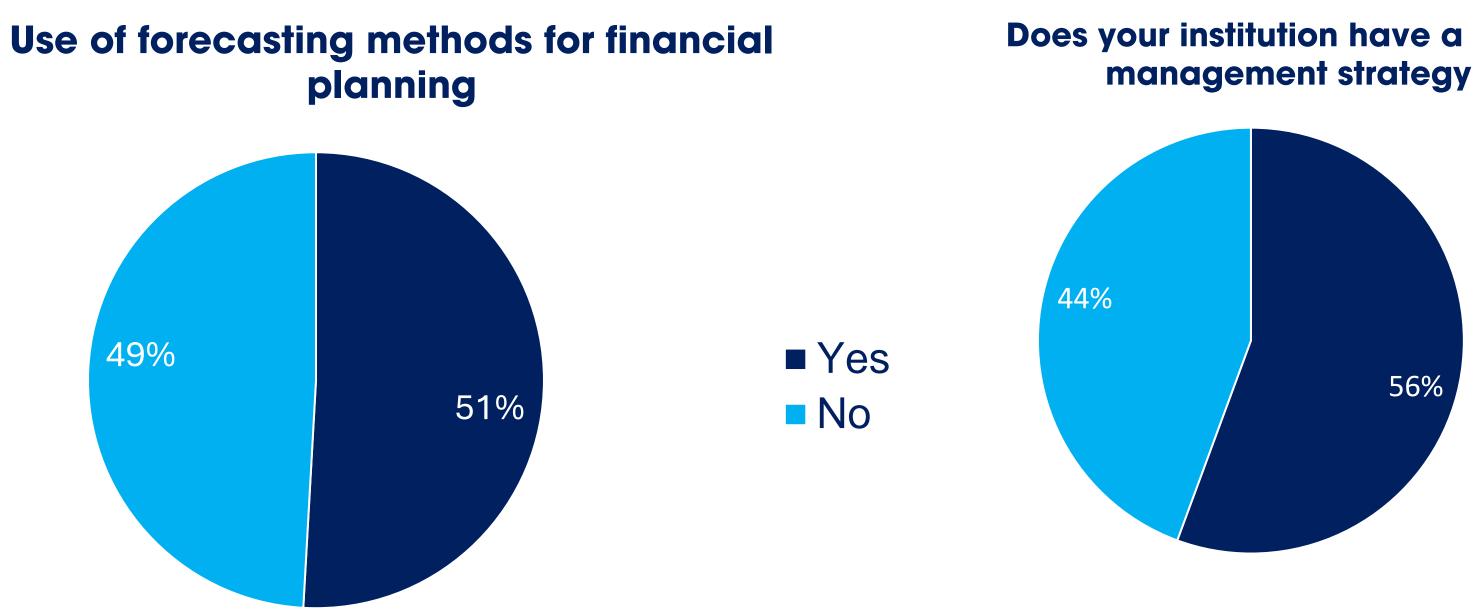
Indirect costs are allocated to the faculty/department



The responses were nearly evenly split on whether the indicators were determined internally or externally. The largest share(42%) indicated that the indicators were set by external authorities, while 36% reported they were designed internally, and 22% stated that it was a combination of both. In the latter case, universities typically have to comply with formal regulations to some extent, but they can also adopt their own approach in alignment with their strategy.

# ■ Yes ■ No

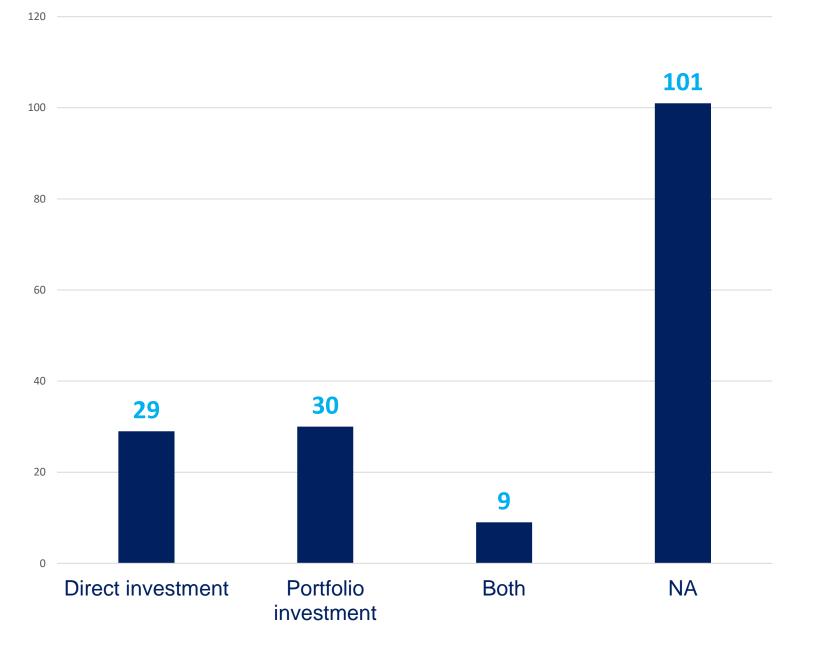
## Who decides on indicators?



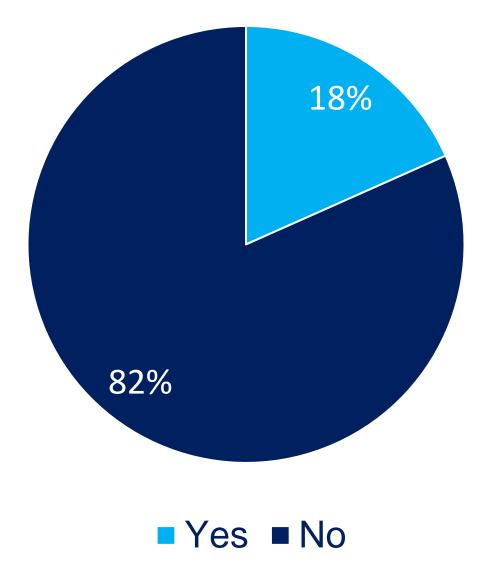
### Does your institution have a financial risk management strategy/plan?



### How does your institution engage in asset management?









# Questions

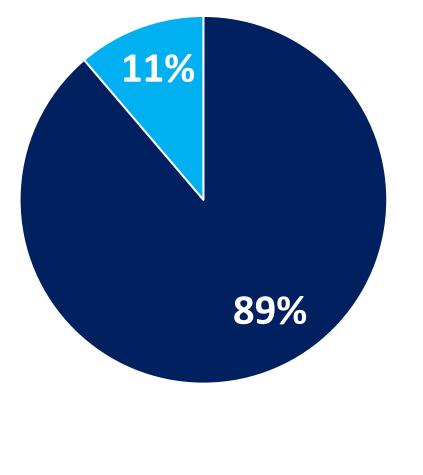
- How has your financial planning changed over the past few years? What has driven those changes?
- Can internal funding allocation models support the institutional strategy?



# Efficiency



# Is efficiency a strategic consideration / priority of your institution?



Valid Yes Valid No

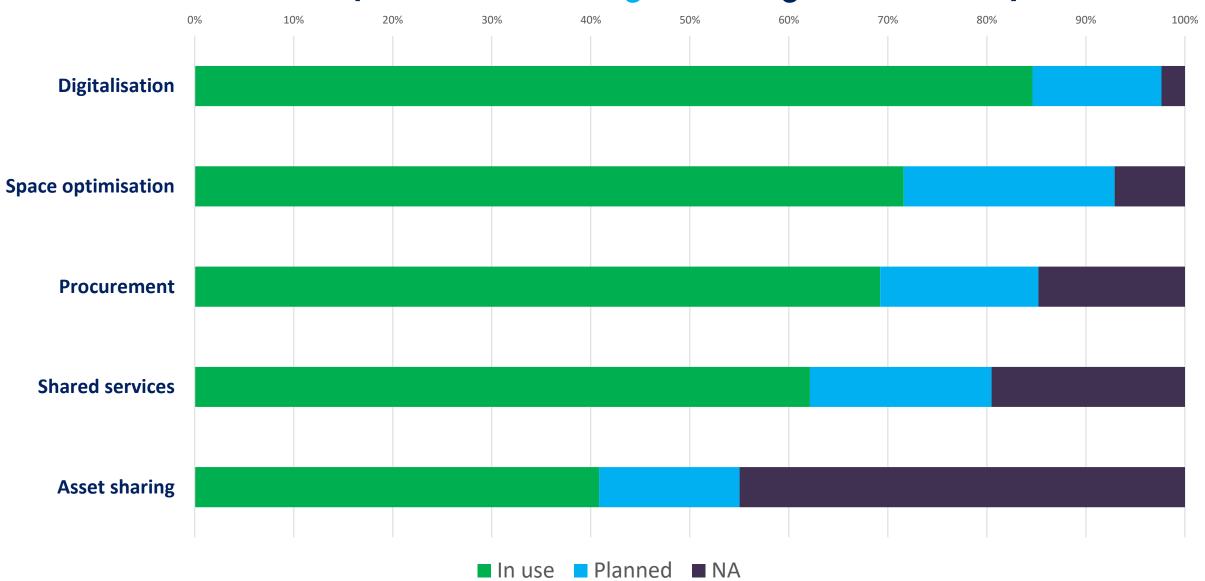
# 66

Yes, efficiency is a key component of the university's long-term strategy, particularly in the following areas:

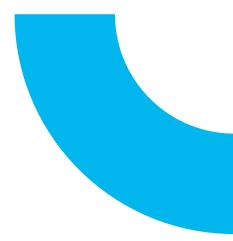
Cost reduction through digitization: A more efficient institution can better utilize its resources, which can lead to lower costs. This can be achieved through initiatives such as streamlining administrative processes, adopting digital tools for teaching and learning, and optimizing energy usage.

Improved customer service: Enhancing the quality of activities and implementing quality control measures will enable the university to better meet the needs of its customers (students, lifelong learning participants, research partners), which can lead to improved customer service and a more efficient way of working. This may involve initiatives such as simplifying admissions procedures, providing more responsive student support, and enhancing communication with stakeholders.

By focusing on these areas, the university can achieve greater efficiency and effectiveness, leading to a more sustainable and successful institution



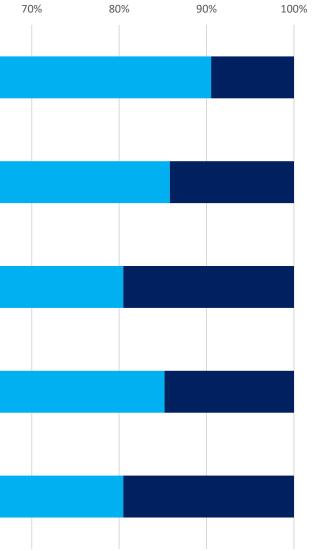
### Activities implemented in management for greater efficiency



# 0% 10% 20% 30% 50% 60% 40% Technology-enchanced learning **Research profiling** Shared research assets Rationalisation of academic offer Learning analytics ■ In use ■ Planned ■ NA

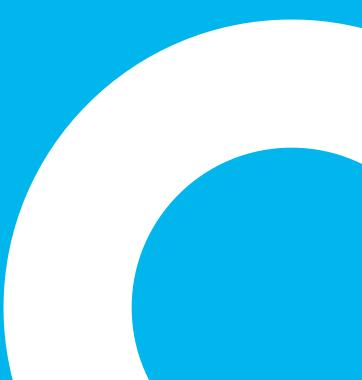
### Activities implemented in the academic field for greater efficiency

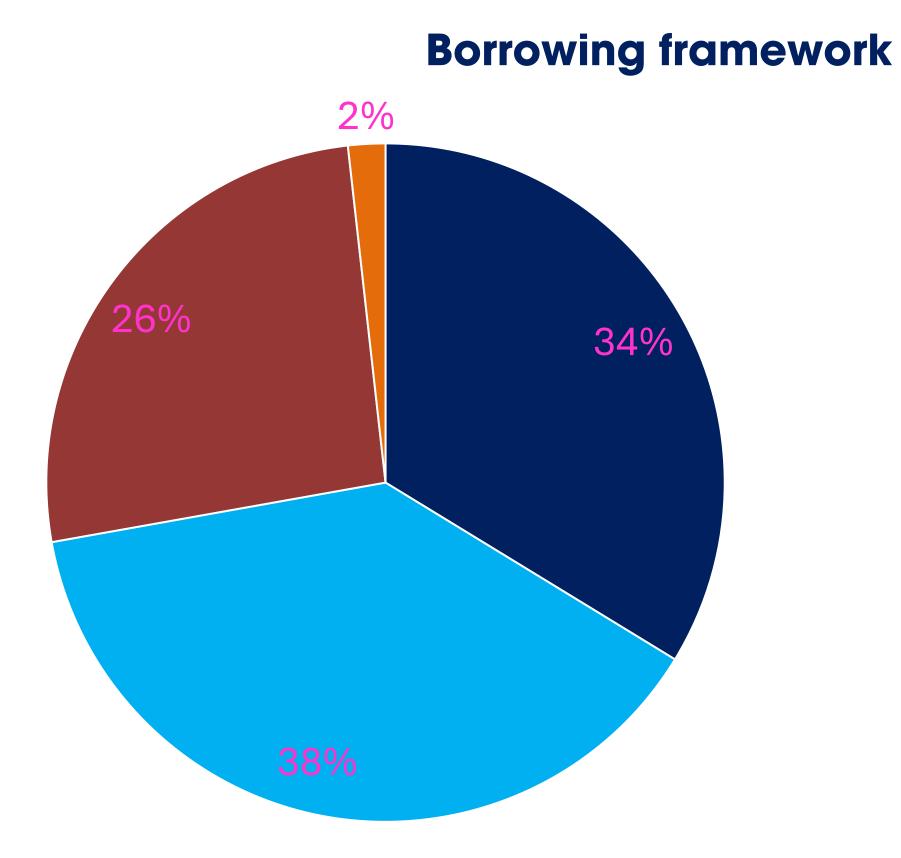




# Borrowing



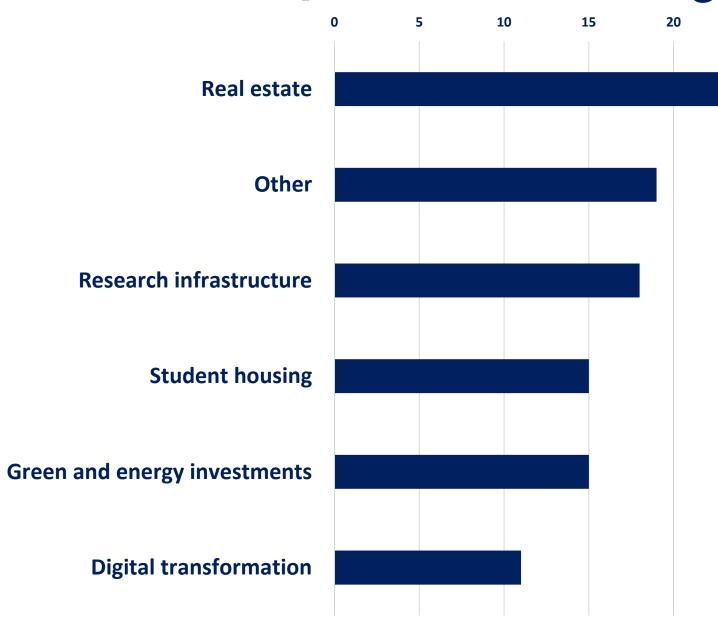




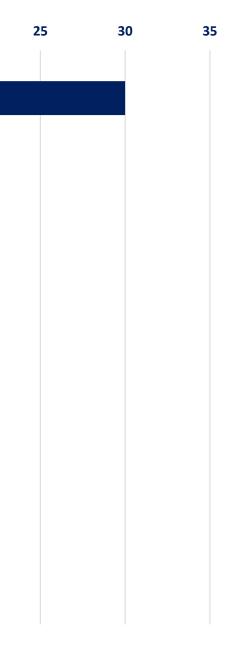


- My institution is allowed to borrow and uses borrowing as part of its financial strategy
- My institution is allowed to borrow but does not make use of this option
- My institution is not allowed to borrow
- My institution has the possibility to borrow indirectly

# **Purposes of borrowing**







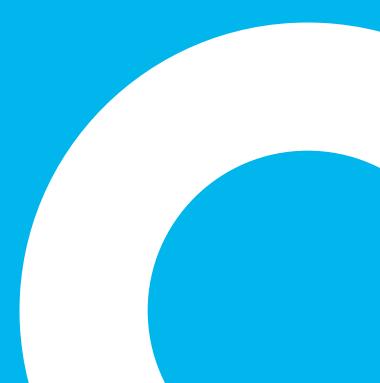


# Questions

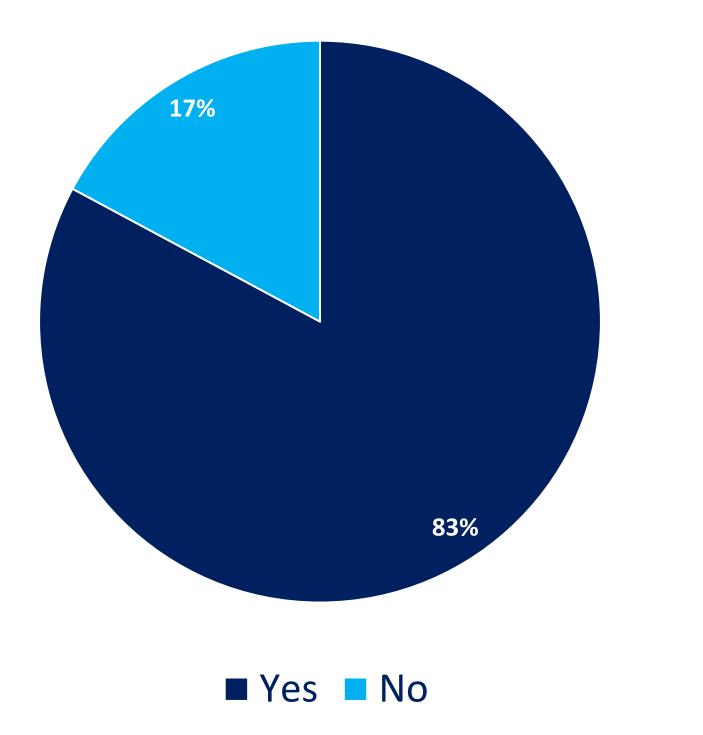
- Borrowing may be possible but not used: why?
- Is 'efficiency' part of the narrative at system level / at your institution?



# Income diversification



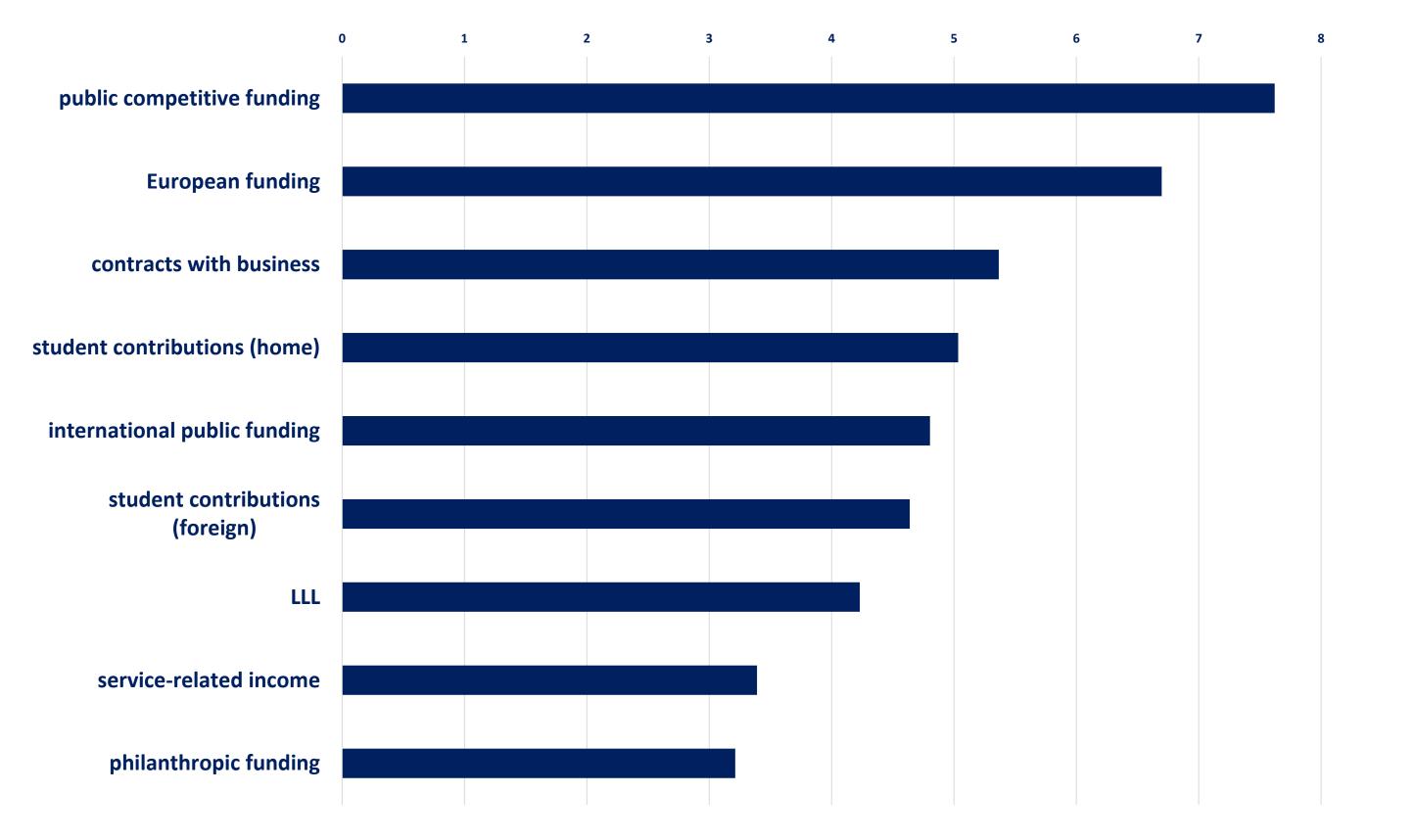
# Does your institution actively seek to diversify its funding sources?



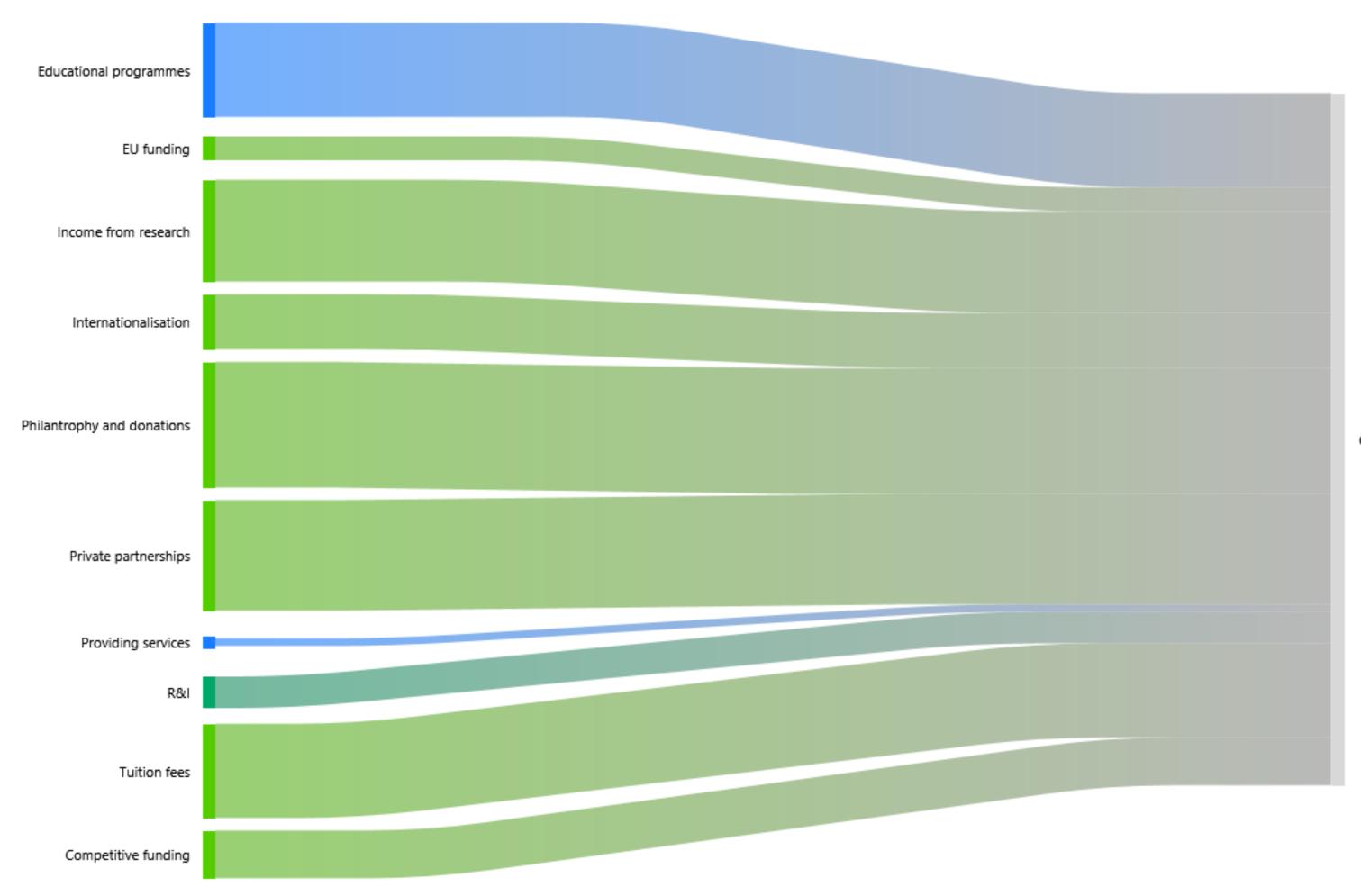
# Income diversification:

Generation of additional income (through new or existing funding sources) that contributes to balancing the income structure of the institutions

# **Ranking of priorities for diversification**

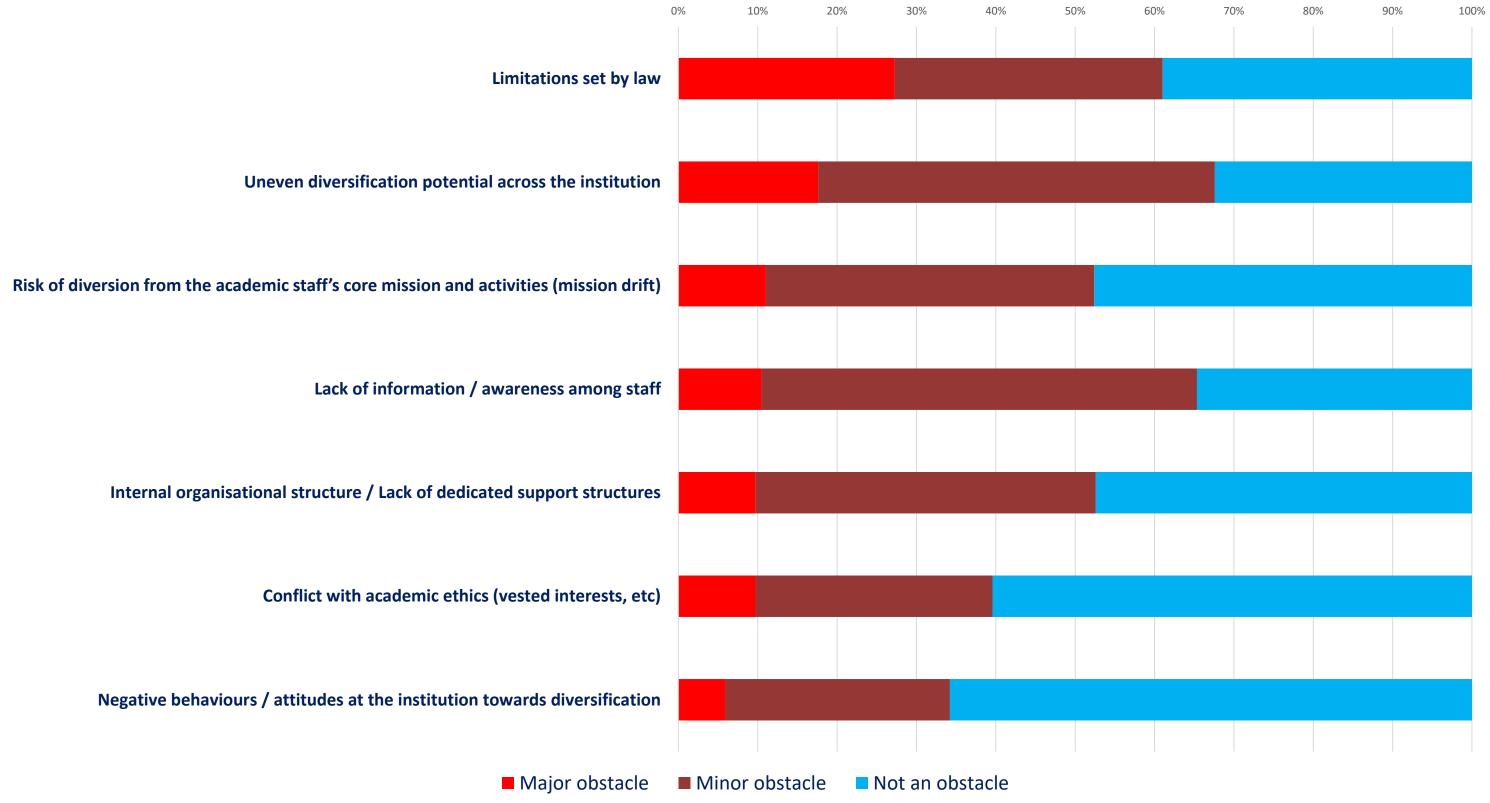


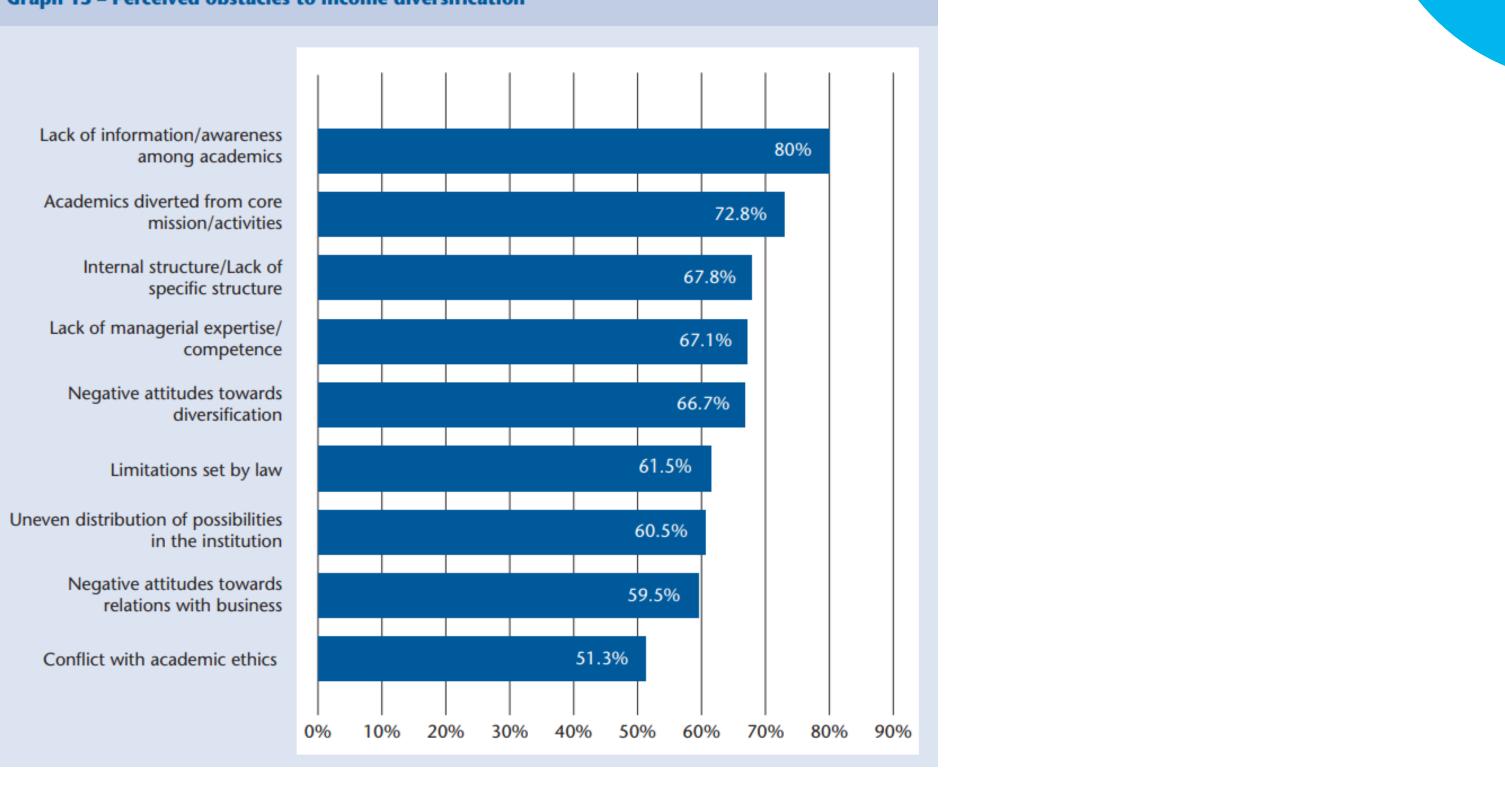
9



Q 9.1 a/ Income diversification

### Are the following seen as obstacles to the implementation of the diversification strategy?



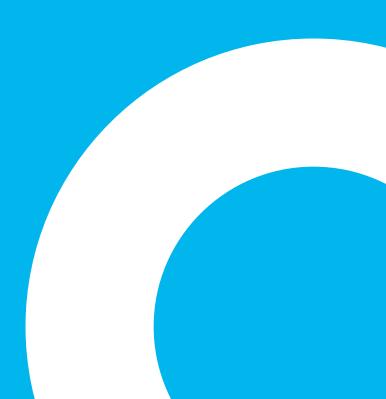


### **Graph 15 – Perceived obstacles to income diversification**

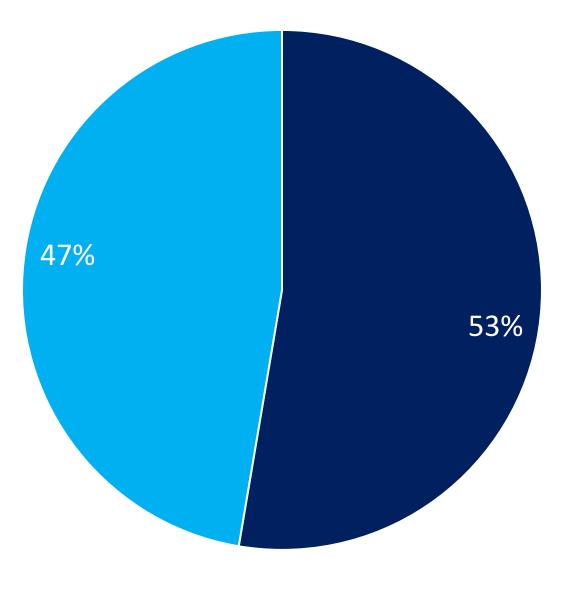
Source: EUA Financially sustainable universities II

# Fundraising





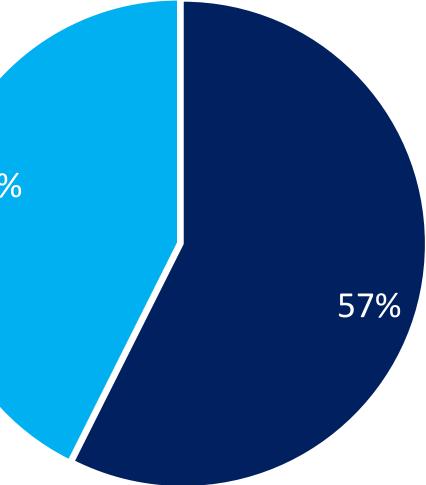
# Does your institution have a fundraising strategy?



43%

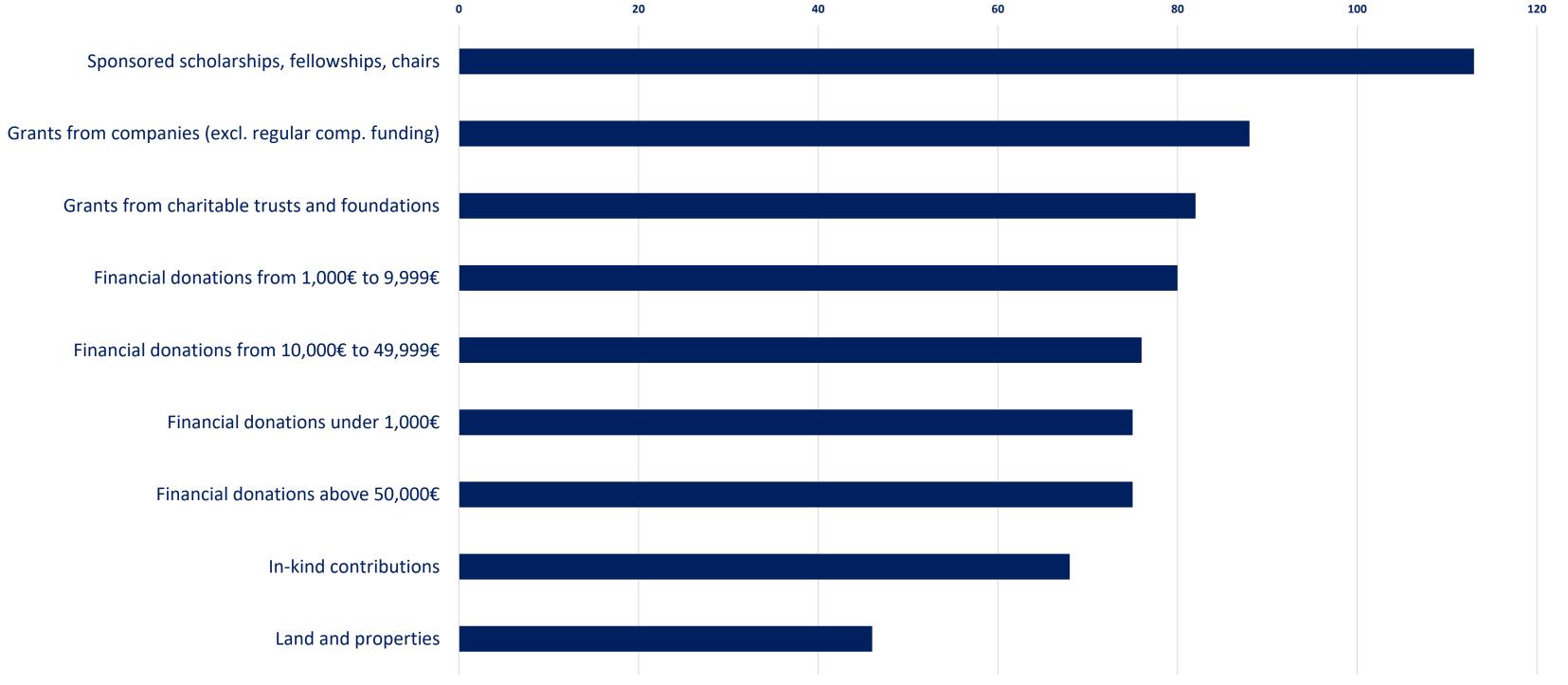
■ Yes ■ No

# **Does your institution have structures** dedicated to fundraising?





## Types of contributions secured by the institution



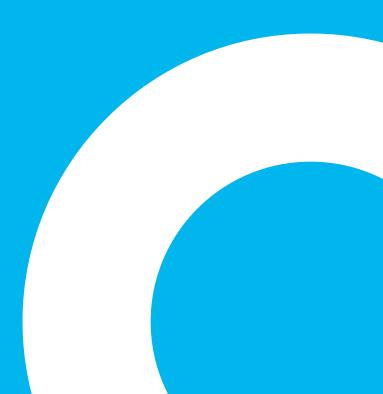


# Questions

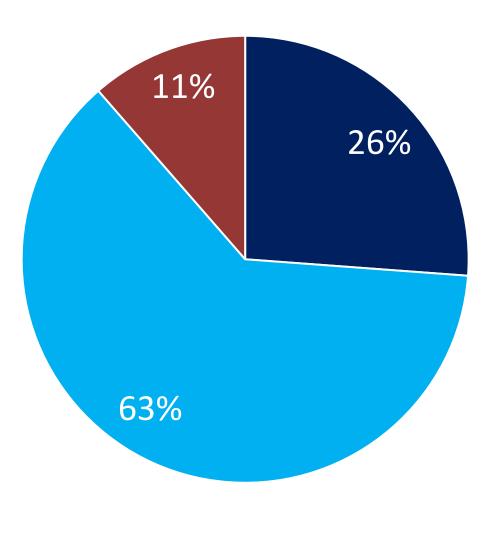
- Is there potential for further development of fundraising at universities in Europe? Is there a 'cultural wall'?
- Diversification is increasingly acknowledged as a risk-mitigation measure, but the pie charts do not look very different from over 10 years ago: what are possible explanations?

**Co-funding** 





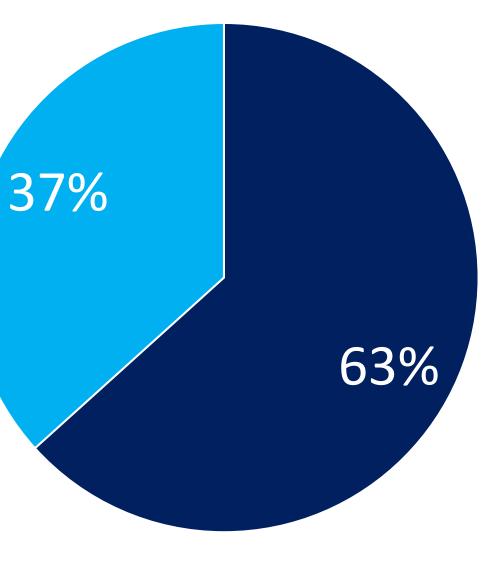
### How frequent are co-funding requirements in your funding ecosystem?



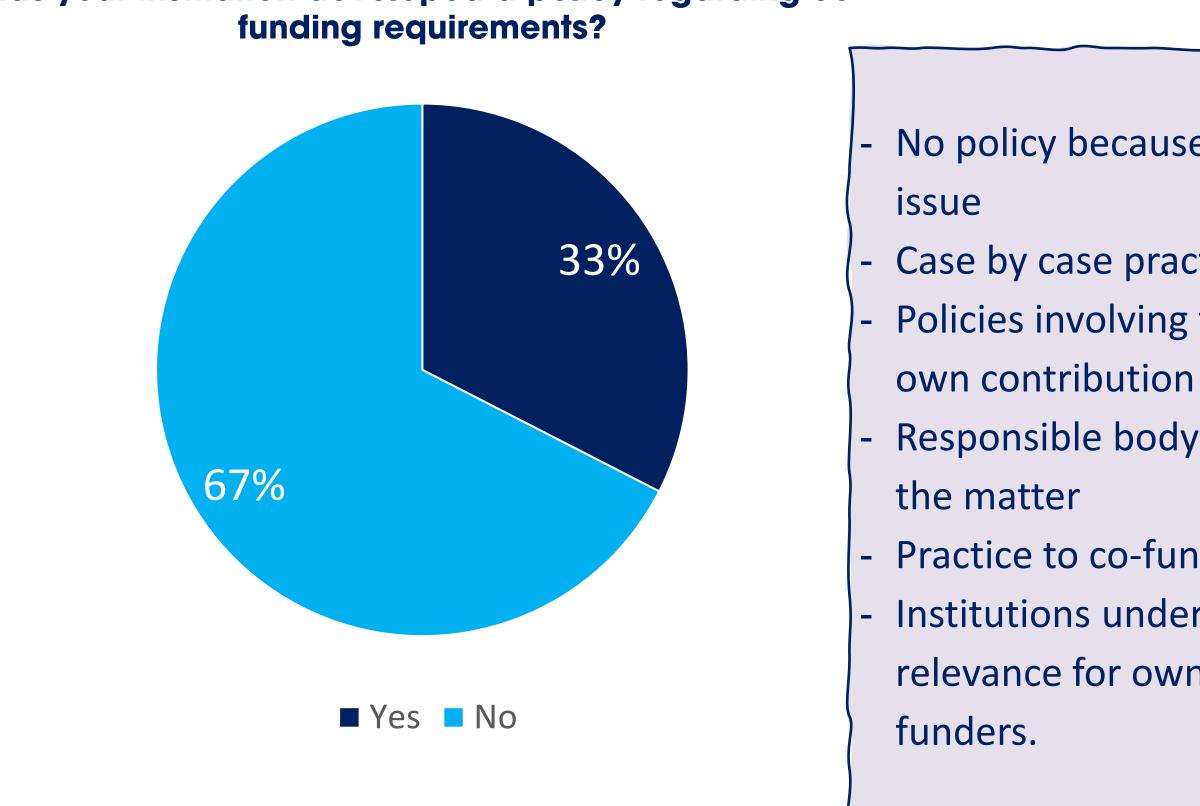
- Co-funding requirements only apply to European project funding
- Co-funding requirements are a common practice in national competitive funding
- Co-funding requirements apply to other income sources, please specify

### Has the amount of activities requiring co-funding increased at your institution?









# Has your institution developed a policy regarding co-

# No policy because not a sufficiently recurrent

- Case by case practice
- Policies involving fixing a maximum share of
- Responsible body at central level deciding on
  - Practice to co-fund through working time Institutions underlining that there is limited relevance for own policy as this is dictated by



# Questions

- Are we overestimating the resource-intensiveness of bringing income sources together? Is co-funding a danger for long-term financial sustainability?
- Where can we make real 'synergy' gains?



# What is next?

# **Summer 2024**

# **Autumn 2024**

Collecting and cleaning the data Analysis underway Presenting preliminary findings



# **Throughout 2025**

Publishing a series of briefings and active dissemination

# hank you



