ESTATE AUTONOMY AND ACCOUNTABILITY OF HIGHER EDUCATION INSTITUTIONS — THE POLISH CASE

24TH ANNUAL CONFERENCE OF THE EUROPEAN REAL ESTATE SOCIETY
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MAŁGORZATA RYMARZAK
1. OVERVIEW

2. ESTATE AUTONOMY

3. ESTATE ACCOUNTABILITY

4. RESEARCH RESULTS

5. CONCLUSIONS

PHOTO BY: K. MYSTKOWSKI.
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OVERVIEW

PHOTO BY: K. MYSTKOWSKI.
RESEARCH PROPOSAL

THE RESEARCH OBJECTIVE
To present the estate autonomy and accountability of publicly funded higher education institutions in Poland

JUSTIFICATION
• Demographic decline in Europe and increasing competition in the higher education market
• The lower level of public higher education funding (the need to compete with health care and pension systems)
• Transition to a ‘NEO LIBERAL’ paradigm and model of the European University, inspired by NPM
• Significant increase of university estates’ space in Poland owing to EU funds
• Low level of internationalisation of Polish HEIs
• Increasing costs of (the ownership of) the campuses and their influence on the financial sustainability of HEIs

RESEARCH QUESTIONS
• Was it economically viable to significantly extend campus space in Polish HEIs? Was property investing responsible and adequate to the future universities’ needs; that is did it maximise the positive effects and minimise the negative effects of property ownership and management?
• Was the level of HEIs campus space utilisation subject to public and administrative control in recent years in Poland?
• What are the universities’ strategic plans for real estate for the upcoming years?
RESEARCH METHODOLOGY

• LITERATURE REVIEW
  • ...

• QUESTIONNAIRE PREPARATIONS

• DATA COLLECTION METHODS:
  • Questionnaire survey on publicly funded Polish HEIs estate (postal mail, e-mail)
  • Interviews with managers responsible for the educational buildings
  • Document analysis of the HEIs Web sites (HEIs strategies)

• DATA ANALYSIS

• RESEARCH CONCLUSIONS
2

ESTATE AUTONOMY

PHOTO BY: K. MYSTKOWSKI.
Autonomy can be defined as a level of independence of the HEIs from the controlling and financing institutions and also as the relationship between the HEIs and those institutions.

Four dimensions of autonomy (European University Association, 2011):

- Organisational autonomy
- Staffing autonomy
- Academic autonomy
- Financial autonomy → the ability to own land and buildings
OWNERSHIP OF HEIS BUILDINGS

HEIS CANNOT OWN REAL ESTATE
(in Germany – Brandenburg, Hessen, North Rhine-Westphalia)

HEIS CAN OWN REAL ESTATE

SOURCE: OWN ELABORATION BASED ON: EUROPEAN UNIVERSITY ASSOCIATION (2017), UNIVERSITY AUTONOMY IN EUROPE III – COUNTRY PROFILES, BRUSSELS.
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ESTATE ACCOUNTABILITY

PHOTO BY: K. MYSTKOWSKI.
THE WORLD

THERE IS NO COMPARABLE HEIS ESTATE DATA IN:

- EUROSTAT
- UNESCO
- INTERNATIONAL RANKINGS OF UNIVERSITIES (Shanghai Ranking, QS Top Universities, U-multirank)
- OECD (Centre for Effective Learning Environments (CELE) gathers mainly cases related to educational buildings)

SELECTED COUNTRIES

DATA ON HEIS ESTATE:

- UK (1999-) The Estate Management Statistics Record
- USA (2003-) SCUP’s Campus Facilities Inventory — CFI APPA, Facilities Performance Indicators Report — FPI
- ...
- POLAND (2013-) system POL-on
4 RESEARCH RESULTS
**THE OBJECT OF THE ANALYSIS**

- **RESPONDENTS** 57
- **NON-RESPONDENTS** 75

**HEIs with a strategy relating to RE**
- 44

**HEIs with a strategy not relating to RE**
- 31

**THE REASONS FOR NOT PARTICIPATING IN THE RESEARCH BY HEIS**

1. RE IS NOT SEEN AS A STRATEGIC RESOURCE
2. LACK OF FULL INVENTORY OF RE
3. RELUCTANCE TO COMPARE WITH COMPETITORS
4. FEAR OF THE CONSEQUENCES OF INEFFECTIVE INVESTMENT DECISIONS

**SOURCE:** OWN ELABORATION.
GROSS INTERNAL AREA (GIA) OF HEIS BUILDINGS (IN MILLION M2) BETWEEN 2003 AND 2013 AND IN 2016

THE RESULTS OF THE SURVEY

POL-ON SYSTEM

<table>
<thead>
<tr>
<th>Year</th>
<th>Teaching and Research Space</th>
<th>Students’ Welfare</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>4.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>2004</td>
<td>4.5</td>
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<td>2005</td>
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<tr>
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<tr>
<td>2007</td>
<td>4.5</td>
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<tr>
<td>2008</td>
<td>4.5</td>
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<td>2009</td>
<td>4.5</td>
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<td>2010</td>
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<td>2011</td>
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<td>2012</td>
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<tr>
<td>2013</td>
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<tr>
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<tr>
<td>2015</td>
<td>4.5</td>
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<tr>
<td>2016</td>
<td>7.0</td>
<td>0.5</td>
<td>0.5</td>
</tr>
</tbody>
</table>

SOURCE: OWN ELABORATION.
TEACHING AND RESEARCH SPACE GROWTH AND NUMBER OF STUDENTS (FULL-TIME PROGRAMMES) GROWTH IN 2003-2013 (IN %)

- Other HEIs
- Universities of Agriculture
- Universities
- Technical universities
- Universities of Economics
- Universities of Arts
- Universities of Physical Education
- Medical universities

SOURCE: OWN ELABORATION.

PHOTO BY: K. MYSTKOWSKI, D. WERNER.
TEACHING AND RESEARCH SPACE PER STUDENT (FULL-TIME PROGRAMMES) (MAX, Q3, Q1, MIN) BY TYPE OF HEI IN 2003-2013

**Universities**

**Universities of Technology**

**Universities of Economics**

**Universities of Agriculture**

**Universities of Arts**

**Universities of Physical Education**

**Medical Universities**

**Other HEIs**

**Source:** Own Elaboration.

**Photo by:** K. Myszkowski, D. Werner.
<table>
<thead>
<tr>
<th>Possible CRE Strategies</th>
<th>The Number of All HEIS Strategies That Relate to this Particular CRE Strategy</th>
<th>The Number of HEIS Participated in Research Which Strategies Relate to this Particular CRE Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase User Satisfaction (Students, Staff)</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Support Innovation</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Support Corporate Image</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Support Culture</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Support Environmental Responsibility</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Stimulate Collaboration</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Support Change (Increase Building Space to be Prepared for Educational Developments)</td>
<td>43</td>
<td>19</td>
</tr>
<tr>
<td>Support User Activities (Support Learning, Teaching and Research)</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Control Real Estate Costs (Efficient Use of Learning and Teaching Space)</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Control Physical Risk</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Own elaboration.
CONCLUSIONS
CONCLUSIONS

- Not all HEI property investing was responsible and adequate to the future needs and was often based on the number of students at the time of the education boom.
- Current changes in the HE funding system and students’ recruitment limits will not increase the efficient space utilisation.
- There can be a need to move the funding from educational aims to infrastructure maintenance.
- Some "other HEIs" might have to consolidate with universities so that their infrastructure is not wasted.
- In Poland, there is still not enough HEIs’ accountability. System Pol-ON still needs a lot of improvements.

FUTURE RESEARCH

- To create a single database, agreed on by institutions.
- To prepare international statistical reports.

LEAD TO

- Better campus management.
- Higher HEIs productivity, profitability and financial sustainability.
CONTACT INFORMATION

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