

Management of UiO's Education Portfolio (study programs): The Review Process

Elin Haugsgjerd Allern & Robert Huseby
Presentation at ISV Forum (staff meeting)
Department of Political Science

22/03/2024



UNIVERSITY
OF OSLO



Backdrop – Basis for Initiative

- Signals in public education and research policy: *Zero growth, reprioritizations, more responsibility to the institutions, labor market needs.*
- UiO's Strategy 2030: "To educate students with knowledge, ability, and willingness to create a better world."
- UiO's development agreement with the Ministry of Education and Research "Goal 2 - Develop excellent educational offerings and environments at all faculties."
- Circle U - ambitious international collaboration.

Meld. St. 14

(2022–2023)

Melding til Stortinget

Utsyn over kompetansebehovet i Norge



Meld. St. 5

(2022–2023)

Melding til Stortinget

Langtidsplan for forskning og høyere utdanning 2023–2032



Universitetet i Oslo
Pb 1072 Blindern
0316 Oslo

Dokumentnr.

Vår ref.
22/4183

Dato
20. desember 2022

Tidelingsbrev 2023 til Universitetet i Oslo

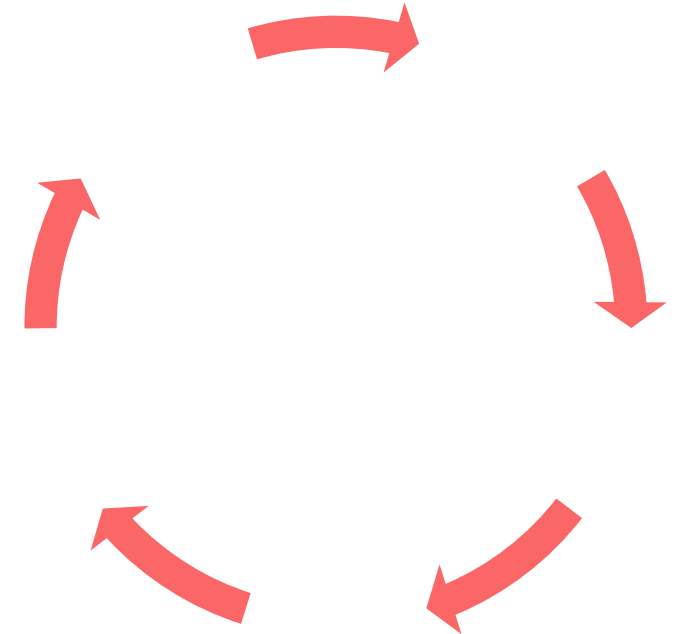
På bakgrunn av Stortingets behandling av statsbudsjettet for 2023, jf. Innst. 12 S (2022–2023) og Prop. 1 S (2022–2023), sender Kunnskapsdepartementet (KD) med dette tidelingsbrev til Universitetet i Oslo (UiO). Tidelingsbrevet er KDs årlige styringsdokument. Eventuelle endringer eller ytterligere tidelinger blir formidlet gjennom supplerende tidelingsbrev i løpet av 2023.

Today's Situation at UiO Seen from the Central Level

- A high degree of stability and mainly incremental changes in the educational portfolio (e.g. adjustments within the same subject area).
- Major changes in the education(al) portfolio is usually a consequence of allocated resources (e.g., new study places from the Ministry of Education and Research).
 - The honors program and the Bachelor's program in Philosophy, Politics, and Economics are (recent) exceptions from the rule.
- The board and university management are involved very late in reform processes.
- Limited (not enough) room in process for discussing larger (disruptive/breakthrough) changes, such as study offerings that involve multiple units, reprioritizations across units, expansion or reduction of subject areas, etc.
- Need for a process that facilitates coordination both vertically and horizontally at UiO and allows for reorientations that are academically necessary and expected by society.

Aim of the University Leadership - Management

- “To achieve a more active, dialogic, and holistic approach to the management of UiO's educational portfolio that takes into account UiO's strategic goals, academic development, assessment of societal competence needs, signals from the authorities, recruitment basis, and student completion”.
- Changes are made to UiO's “annual wheel”:
 - The (new) seminar in September will be an important forum for cross-collaboration and laying the foundation for the faculties' examinations/reports.
 - The board is involved both in December (discussion item) and in June (decision item).
- Bottom-up process in line with organizational structure and informal norms, but emphasizes “the university leadership's room for and responsibility to make comprehensive assessments”.
- Hence: to what extent more management from above?



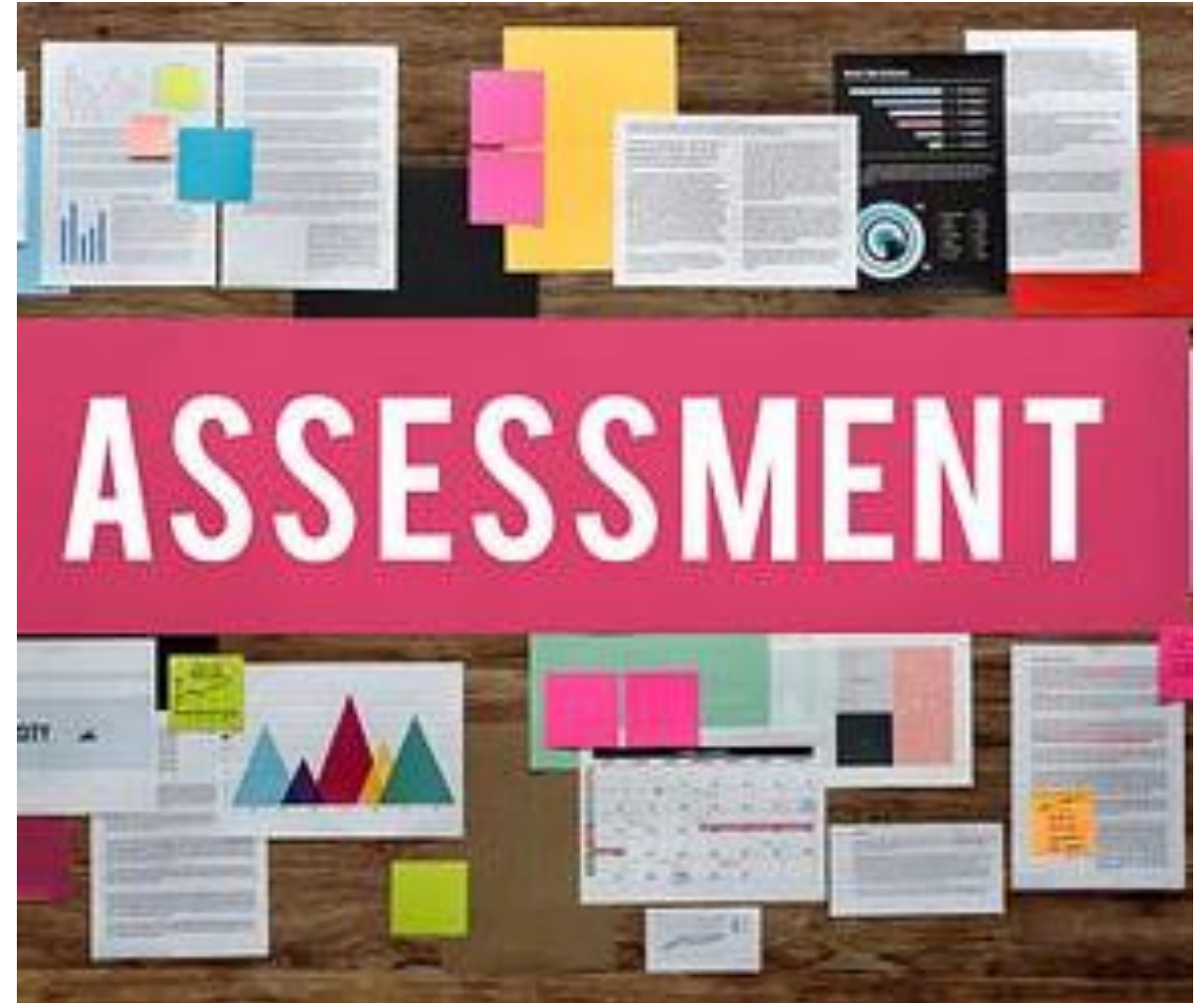
Aim of the University Leadership – Content

- Not explicitly stated, but impression of «key words» are:
 - More «dynamic» study portfolio
 - «Labour market relevance»
 - Cross-disciplinarity
 - Addressing major societal challenges (in a visible manner)



Assessment Criteria for Programmes

- Quantitative indicators, retrospective:
 - Number of first-choice applicants per spot
 - Utilization of admission quotas (fulfillment rate)
 - Credits per student (full-time equivalent) per year
 - Completion rate
 - Resource utilization per student (requires further discussion)
- Qualitative indicators, forward-looking
 - Research foundation
 - Comparative advantages
 - Evaluation results
 - International development trends



In Addition: New Funding Model



A new national funding model for universities will be introduced from 2025.



The Ministry of Education and Research will make changes to both the funding categories and the indicators for outcome-based funding.



The indicators for credits and doctoral candidates will be continued, and a new indicator for (share) completing the degree programs within the specified time (“normert tid”) will be introduced.



We do not know exactly what this will mean internally at the UiO yet (distribution model), but the new system will reward high activity and completion rates.



An explicit aim is to stimulate emphasis of more continuing and further education (by making it less attractive financially to admit more students into BA and MA programs)



“UiO needs to better utilize our collective educational capacity in the future”, and reallocation of capacity at UiO might also be a part of the toolbox.

Faculty of Social Sciences: Process before September Meeting

April 11: Meeting with relevant leaders from departments and students:

- Documentation of long-term developments in our programs
- Analysis of (internal and external) drivers of stability and change
- Needs for development?
- How to secure a well-balanced process of development (both stability and change)

April and May: Dimensioning of study programs and assessment indicators on the agenda at the Faculty.

Before September: Departments submit memo on what they wish in terms of developments of their education portfolio/offerings.

Key Numbers: Students and study programs

- Maximum number of students admitted to our programs pr. year: approx: 490 totalt per år
- Number of registered students that are active on our programs: approx. 1075 (many more take our courses).
- Six study programs:
 - One-year unit in political science
 - BA political science
 - BA International studies (interdisciplinary)
 - BA Public administration and management (interdisciplinary)
 - MA political science
 - MA Peace and conflict studies (political science)
- Contributions to other study programs:
 - BA Development studies and sustainability
 - BA Politics, philosophy, and economics
 - Honours-program in the social sciences
 - MA in Organisasjon, ledelse og arbeid
 - High school teacher program (Lektorprogrammet)

In addition: 60 ph. d. candidates in political science

In addition: contributes to three interdisciplinary 40-groups:

- Data science for social scientists
- Society, climate, and environment
- European studies

BA Political Science

- Ex.phil. og ex.fac. (20 study points)
- 90 study points in political science (90-group)
- 40 study points in another (disciplinary or interdisciplinary) area(40-group)
- 30 study points in elective courses. Some choose to take the Sustainability certificate (bachelor's supplement)

- One-year unit: full time study over a year (60 study points), primarily on the 1000 (i.e., introductory) level.
- The unit can be included in a BA or taken as continuing education.

Premises (not carved in stone...)



- The quality and development of our teaching and program portfolio is our main priority.

Premises (not carved in stone...)



- The quality and development of our teaching and program portfolio is our main priority.
- We want to preserve political science as a discipline.

Premises (not carved in stone...)



- The quality and development of our teaching and program portfolio is our main priority.
- We want to preserve political science as a discipline.
- Closing programs *might* lead to a redistribution of student spots.

Premises (not carved in stone...)



- The quality and development of our teaching and program portfolio is our main priority.
- We want to preserve political science as a discipline.
- Closing programs *might* lead to a redistribution of student spots.
- Programs are hard to establish, hard to maintain, and hard to close. Perhaps not the best tool to secure flexibility, interdisciplinarity, and so on.

Premises (not carved in stone...)



- The quality and development of our teaching and program portfolio is our main priority
- Assume we want to preserve political science as a discipline.
- Closing programs *might* lead to a redistribution of student spots.
- Programs are hard to establish, hard to maintain, and hard to close. Perhaps not the best tool to secure flexibility, interdisciplinarity, and so on?
- The implementation of the new financing model might constitute constraints and incentives that are yet unknown

Some initial thoughts on how to respond

- Programs can be very dynamic and flexible without changing names (or being established or closed).



Some initial thoughts on how to respond

- Programs can be very dynamic and flexible without changing names (or being established or closed).
- Interdisciplinarity is integral to the development of (at least many) disciplines.



Some initial thoughts on how to respond

- Programs can be very dynamic and flexible without changing names (or being established or closed).
- Interdisciplinarity is integral to the development of (at least many) disciplines.
- Is it worth considering specialization within programs, instead of making new ones?



Some initial thoughts on how to respond

- Programs can be very dynamic and flexible without changing names (or being established or closed).
- Interdisciplinarity is integral to the development of (at least many) disciplines.
- Is it worth considering specialization within programs, instead of making new ones?
- It might be easier to meet societal needs and secure interdisciplinarity and flexibility by way of fixed groups (40-groups, for instance).



Some initial thoughts on how to respond

- Programs can be very dynamic and flexible without changing names (or being established or closed).
- Interdisciplinarity is integral to the development of (at least many) disciplines.
- Is it worth considering specialization within programs, instead of making new ones?
- It might be easier to meet societal needs and secure interdisciplinarity and flexibility by way of fixed groups (40-groups, for instance).
- (Propose a new, hot, topical and interdisciplinary program as decoy?)



Questions to be Discussed (colour = type of topic)

1. How close (or far away) are we today from what you think is an "ideal" education/program portfolio for ISV?
2. What are the most important things we currently offer at the different levels (need for stability)? How can we, in general terms, imagine developing the education we offer further (need for change)?
3. Can we, in the eyes of our surroundings, claim that our education (study programs) adequately meets the major societal challenges of our time?
4. How do we address the relationship between discipline programs (in political science) and the desire for interdisciplinarity in education?
5. Can goals of change be achieved through measures other than creating entire programs?
6. Are we currently utilizing our (academic and administrative) resources as efficiently as we should/can?
7. Are there structural obstacles at UiO to achieving what we want? How?