

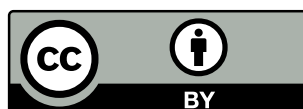
From output to input: Strategies and expectations around a changed resource allocation model in higher education

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Abstract

This study examines the effects of changed resource allocation models for research funding at two faculties at a Swedish higher education institution. Previously, resources have been allocated based on performance-based indicators such as external research funding and publications, which has strengthened competition and differences between departments. The new model entails a shift from output- to input-oriented management, where grants are instead allocated based on the number of permanently employed researchers and lecturers. Through a qualitative analysis of 24 interviews with faculty, department heads and economists, the study highlights how this change affects strategic decisions, governance and the academic environment. The results show that respondents believe that the new models will increase predictability and enable long-term strategic planning, but at the same time raise questions about research incentives and academic excellence. The study contributes by presenting empirical examples of the handling of consequences of a governance on the output side and analysing the reasoning around changed governance.

Keywords: New public management, Post-new public management, Resource allocation, Higher education, Public sector organizations



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