

# ***UNIVERSITY GOVERNANCE AND MANAGEMENT STRUCTURE, EXPERIENCES GAINED THROUGH THE PROJECT AND NEW CHALLENGES FOR IMPROVEMENTS***

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The Tempus Project MOREM put forward the following objectives (summarized):

- **Consistent reform processes** at partner countries universities in line of Bologna process;
- Increase the participation of the universities from the Region countries in EHEA

through:

- **Strengthening the institutional and functional capacities** of the universities from the Region what will contribute towards the realization of Bologna process activities
- **Modernization of management structure and university services**

## General considerations

- *The project activities gave good insight into the structure, organization, internal regulations, decision flows and financial regulations of the partner universities, offering the exchange of experiences and sharing the examples of good practice*
- It can be concluded that there are **considerable differences** among the Higher Education Systems of participating countries and **governance structure on both system and institutional level**
- **Management** of HE and universities is area characterized by not only **different stages of development**, but also dissimilar concept of professional versus academic management
- University **autonomy is guaranteed** through legal framework, but the really degree of autonomy in long terms is always **balanced by the mechanisms of responsibility performances.**
- Many details in attempt to establish **autonomy- responsibility equilibrium remain open** and certain questions are highly disputable

- **Accountability of public universities is of not less importance**, especially when it comes of **restrictive funding problems** being the characteristic of almost all public higher education sectors
- **Pressures to reduce public sources** are visible in Serbia as well, the **mechanisms of funding being not properly developed** in correlation to new study system introduced and new approach to quality insurance
- **Professionalisation of the management** and administration of higher education is important move forward

Higher education governance is a multidimensional concept.

Three levels or structural dimensions of higher education governance:

- ✓ **internal or institutional governance** - governance of higher education institution
  - ✓ **external or systematic** - governance of higher education system
  - ✓ **international or global** - governance of higher education systems within an international (global) perspective, that is in Bologna process
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- **Some topics and experiences on the system and institutional level will be addressed**, giving the overview of environment important for the governance improvement

## Some characteristics of reform processes

- ❑ **Complete reconstruction of the national system of studies**

### *Expected developments:*

- **The student workload** on the first two cycles and the **interconnection with the learning outcomes** concerning the labor market needs to be analyzed
- **PhD level as a new approach** are imposing many questions concerning the orientation and expected length of studies, ratio of teaching to research activities, suitability of ECTS in evaluating necessary workload, legal status of PhD students, state participation in financing of the third cycle

- ❑ **Reformed and/or new curricula were introduced, based on learning outcomes and ECTS as obligatory, promoting new teaching paradigm; student evaluation introduced as standard procedure**

***Expected developments:***

- **Balance between ECTS located to the courses and real student workload should be reconsidered in terms of outcomes**, with the increased student participation and influence;
- ***Student in the center of learning process*** paradigm and continues evaluation of student work are giving promising results; **student evaluation is expected to be in better interconnected with internal quality evaluation processes.**

- **Diploma Supplement is introduced as obligatory;  
New professional and academic titles defined**

*Expected developments:*

- **The National Qualification Framework** is still under development and is defined as one of top priorities on the system level



## ❑ International cooperation and mobility of students and staff within European framework

### *Expected developments:*

- Full involvement in Erasmus program is expected to contribute to increase considerably the student exchange
- Capacity building of international offices is very important for the expected development
- Professional staff training is of high importance in both fields, international cooperation and project management.

## □ Quality assurance system and accreditation

### *Expected developments:*

- **After the completion of the first accreditation cycle on the system level, the standards applied should be reconsidered and further developed**
- **Further development of quality management system that matches European trends is institutional target**

- ❑ **Transparency - one of the main principles of the university procedures and activities towards increased responsibility**

***Expected developments:***

- **The lack of compatible information system is a serious obstacle**

## □ Governance on the level of HE system

### *Expected developments:*

- The consensus about the necessity of further HE development in line with EHEA directs further actions on the system level
- **The national TEMPUS project** which is expected to start in January 2010 is directed to the main issues on the system governance, incorporating also specific goals concerning the **legal environment improvement** based on the analysis of its application, **university integration**, further implantation of basic Bologna process action lines, in order to critically consider and propose the strategic decisions on the system level

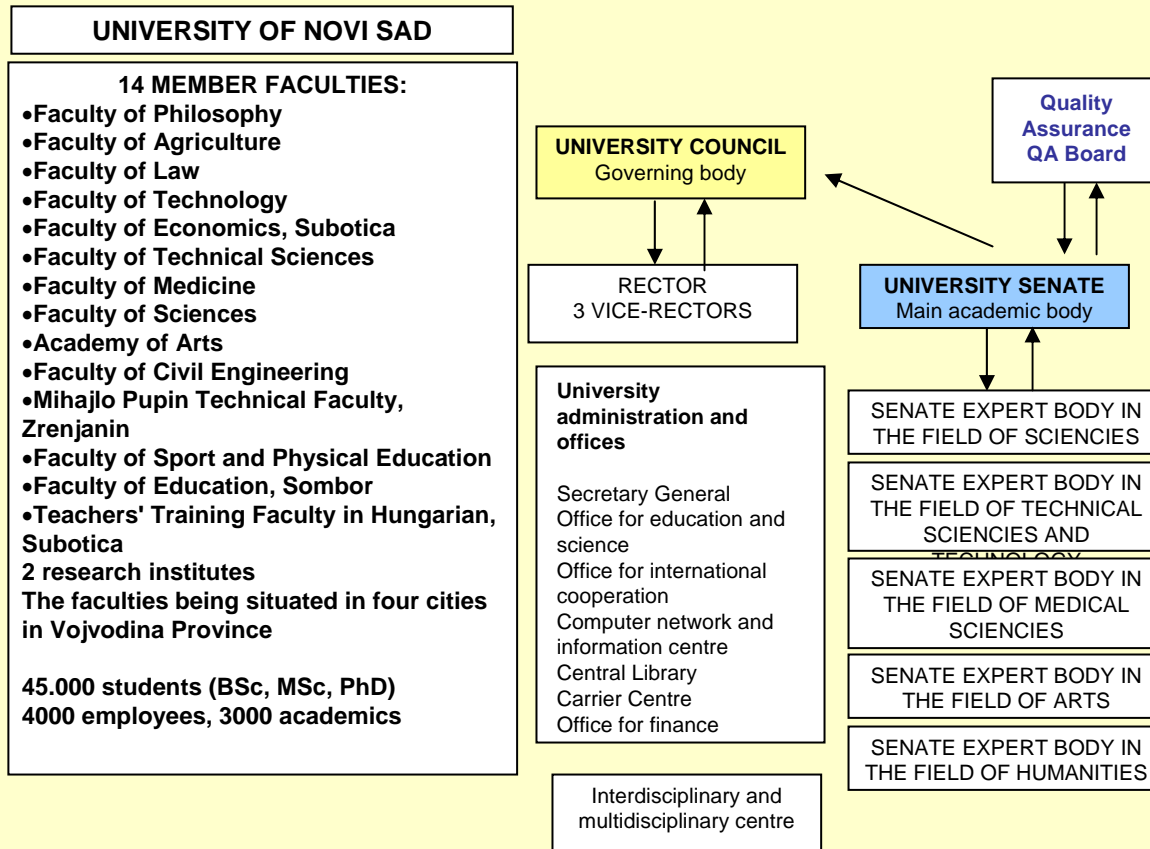
## □ ***Governance on the institutional level***

*Opened questions and expected developments:*

- **Internal integration** of the university could be considered as top priority in establishing the university according to European standards.
- But there are many opened questions and dilemmas when one comes to the **model of functional integration versus centralization**.
- The **model should be carefully developed** and considered in academic community, with the underlining principle of balanced between enhanced responsibility of university for strategic development and **necessity of both power and responsibility distribution to different levels of decision making**

# Top Priorities

- **University integration**
- **Funding in HE**
- **Information System**

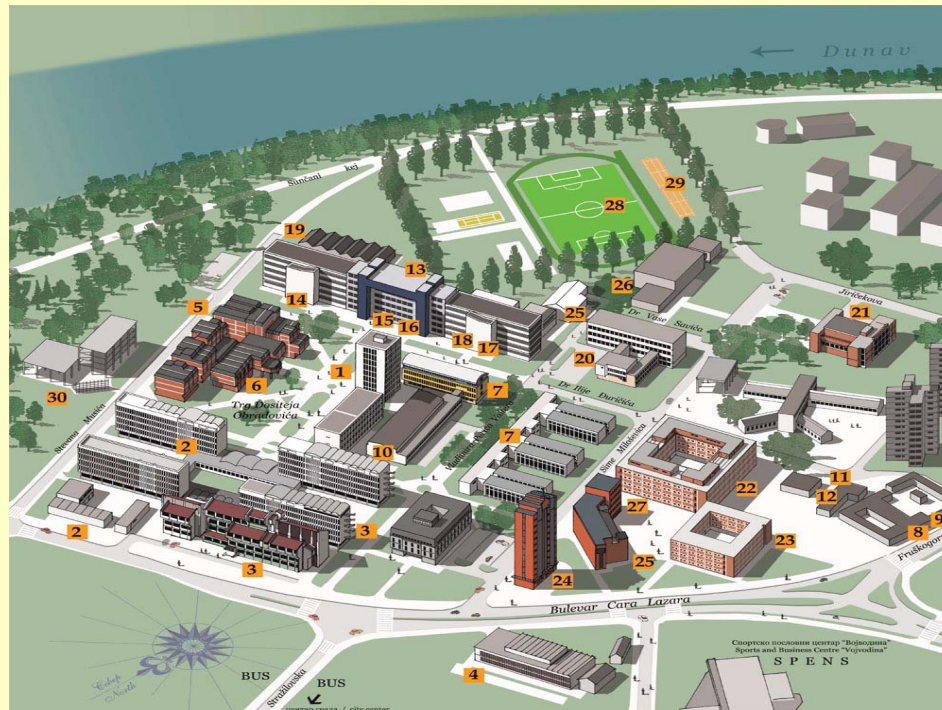


**UNIVERSITY COUNCIL: 2/3 academics (appointed by member faculties and institutes), 1/6 representatives of the State/Province, 1/6 students appointed by student parliament = STATUTE, STARETEGY, FINANCE, CAPITAL INVESTMENT, RECTOR TEAM ELECTION**

**UNIVERSITY SENATE: deans (14), presidents of Experts Bodies and (5) QA board, coordinator of University Interdisciplinary and Multidisciplinary Centers, student representatives (5)**

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