EUniAM

Enhancing University Autonomy in Moldova

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Presentation outline

- ➤ **EUniAM - the Action**

- ➤ **Aim and objectives of the project**

- ➤ **Defining university autonomy**

- ➤ **The project team**

- ➤ **Expected outcomes**

- ➤ **How do we get there?**

- ➤ **Managing the project**

- ➤ **Key success factors**

- ➤ **Q&A**

EUniAM – the Action

- ➢ **This project is funded with the support of the European Union under TEMPUS IV (2007-2013) program**

- ➢ **Structural Measures project**

  - ➢ **That seeks to contribute to the development and reform of education institutions and systems at national level in the Partner Countries.**

- ➢ **National Structural Measures targeting one Partner Country and focusing on the national priorities set for that country**

EUniAM – the Action
(cont'd)

➢ **The Project is answering to main objectives of national policies in the field of high education related to increasing university (institutional) autonomy:**

  ➢ **Consolidated Strategy of Education Development for 2010-2015**

  ➢ **Activity Program of Moldovan Government for 2009-2013 „European Integration: Freedom, Democracy, Welfare"**

  ➢ **Harmonization of high education systems of Moldova in line with principles of Bologna process.**

Aim and objectives

> The project is aiming at reforming the university autonomy in the Republic of Moldova by proposing legislative changes in the university autonomy framework.

> Specific objectives of the project are to:

>> **Contribute** to the work of the permanent government structures that works with the reform of the university autonomy system;

>> **Develop** skills for modernization capacity of the involved higher education institutions;

>> **Evaluate** the existing university autonomy system applied to higher education institutions of Moldova taking in consideration the main existing constrains;

Aim and objectives
(cont'd)

> **Study and adapt** the relevant solutions and procedures of the university autonomy system applied in higher education institutions of EU partners;

> **Draft** legislative proposals on university autonomy;

> **Disseminate** the EUniAM project results and ensure the sustainability and awareness of the role of all stakeholders to assure the quality education system development in Moldova.

Defining University Autonomy

- **Academic autonomy**
  - **deciding on degree supply, curriculum and methods of teaching, deciding on areas, scope, aims and methods of research**

- **Financial autonomy**
  - **acquiring and allocating funding, deciding on tuition fees, accumulating surplus**

- **Organizational autonomy**
  - **setting university structures and statutes, making contracts, electing decision-making bodies and persons)**

- **Staffing autonomy**
  - **responsibility for recruitment, salaries and promotions**

Lisbon Declaration (2007)

The project team

> **National level**:

> > **Academy of Economic Sciences of Moldova**
> > **State Agrarian University of Moldova**
> > **State University of Balti "Alecu Russo"**
> > **State University of Cahul "Bogdan Petriceicu Haşdău"**
> > **State University of Comrat**
> > **State University of Medicine and Pharmacy "Nicolae Testemitanu"**
> > **State University of Moldova**
> > **Technical University of Moldova**
> >
> > **Chamber of Industry and Commerce of R. Moldova**
> > **Education and Science Trade Union**
> > **Ministry of Education of R. Moldova**
> > **Ministry of Finance of R. Moldova**
> > **National Council of Rectors of Republic of Moldova**
> > **National Council of Student Organizations of Moldova**

The project team
(cont'd)

> **EU level:**

> > **Aalborg University, Denmark**
>
> > **Mykolas Romeris University, Lithuania**
>
> > **Royal Institute of Technology, Sweden**
>
> > **University of Gloucestershire, UK**
>
> > **University of Suceava Ştefan cel Mare, Romania**

> **Project management:**

> > **Romeo V. Turcan, Project Coordinator, AAU**
>
> > **Larisa Bugaian, National Coordinator, TUM**
>
> > **Diana Mardare, Project Manager and Financial Controller, AAU**

Expected outcomes

➢ **Legislative proposal on university autonomy:**

   ➢ **Legislative proposal on organizational autonomy**

   ➢ **Legislative proposal on financial autonomy**

   ➢ **Legislative proposal on staffing autonomy**

   ➢ **Legislative proposal on academic autonomy**

How do we get there?

> **Work packages and within-work-package actions:**

> > **Develop** the methodology to collect, analyze and interpret collected data

> > **Evaluate** the extant university (institutional) autonomy in Moldova along the 4 university autonomy types: organizational, financial, staffing and academic

> > **Study and adapt** the relevant solutions and procedures of university autonomy applied in higher education institutions of EU partners as well as across EU

> > **Draft** university autonomy framework for Moldova

> > **Conduct** public hearing on the proposed framework

> > **Incorporate/address** the feedback from all stakeholders

> > **Draft** legislative proposal on university autonomy

Managing the project

- **Period**: 15-10-2012 – 14-10-2015

- **Budget**: € 1,123,955.39, of which

  - TEMPUS grant - € 1,011,067.89

  - Co-financing – € 112,887.50

- **Cooperation Agreement**

- **Steering committee**

- **General co-beneficiaries meeting**

- **External quality assurance experts**

- **Public hearings** (via forums) to debate project deliverables

- Project webpage: **www.euniam.aau.dk**

- Project intranet: **http://euniam-moodle.samf.aau.dk**

Key success factors

➢ **Continuous commitment** and fruitful collaboration between all project partners and national stakeholders

➢ **Consolidated approach** to the university autonomy:

  ➢ Each type of university autonomy is necessary, but separately is not sufficient

➢ **Active direct participation** to the public hearings on projects deliverables

➢ **Confidence in** expertise and commitment of the project team

➢ **Patience and hard work**

Q & A

University Org &Management:
- when top and bottom meet.

by
Olav Jull Sørensen

Enhancing University Autonomy in Moldova

Chisinau, Moldova
November 20, 2012

*Professor of International Business, International Business Centre, Department of Business and Management, Aalborg University

Agenda

1. University Roles

2. University Autonomy

3. University Mindsets

4. The Management of the Modern University

University Defined

An institution of higher learning providing facilities for teaching and research and authorized to grant academic degrees.

In short:
An institution that provides society with new knowledge, experts and managers.

The Modern University

Three roles:

*Education

*Research

Conventional U

*Integrate/collaborate with stakeholders
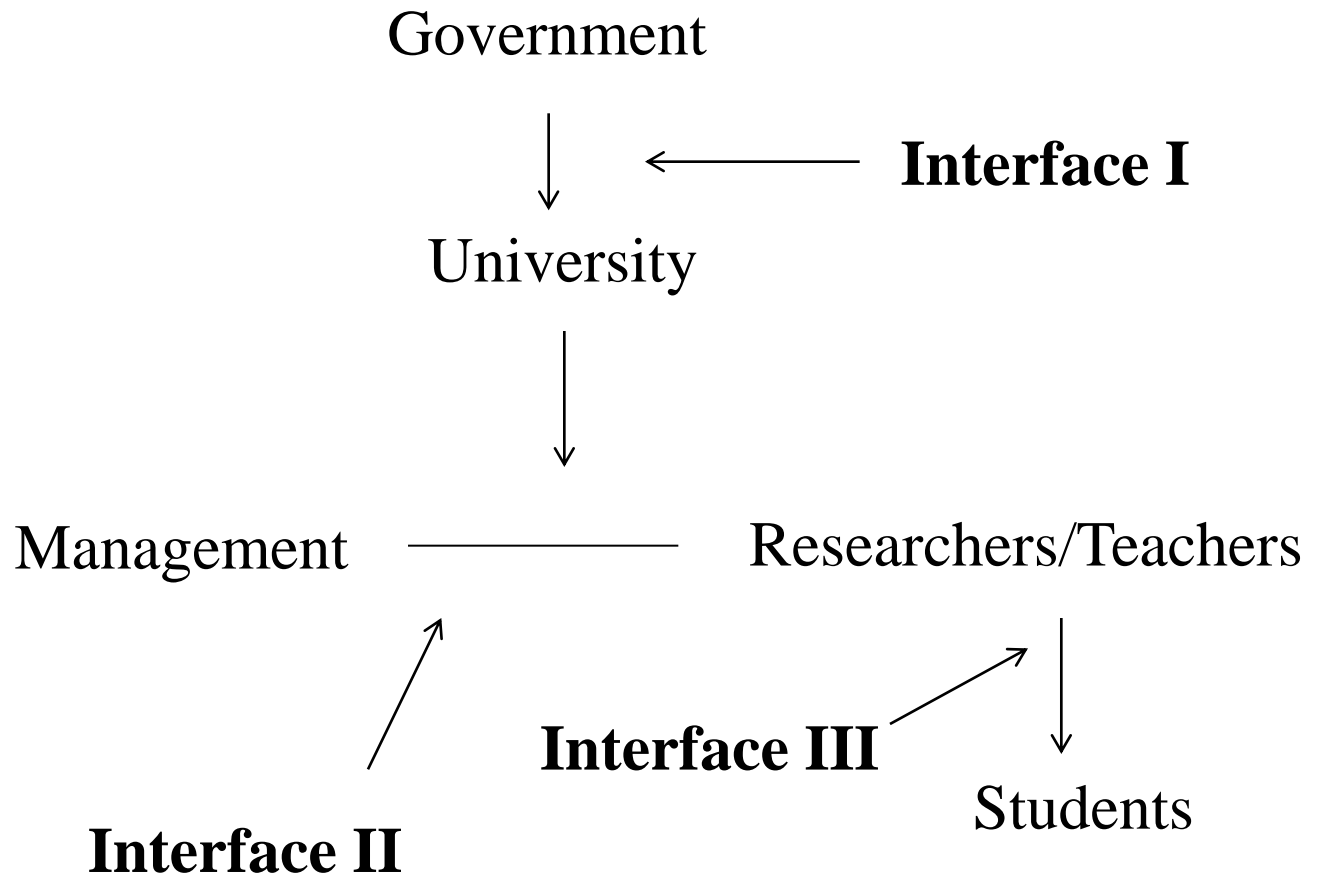
Other names:
- Entrepreneurial University
- Triple Helix University
- Etc

University Autonomy

Three Main Autonomy Interfaces:

Government

$\downarrow$ $\longleftarrow$ **Interface I**

University

$\downarrow$

Management ——— Researchers/Teachers

$\nearrow$ $\nearrow$ $\downarrow$

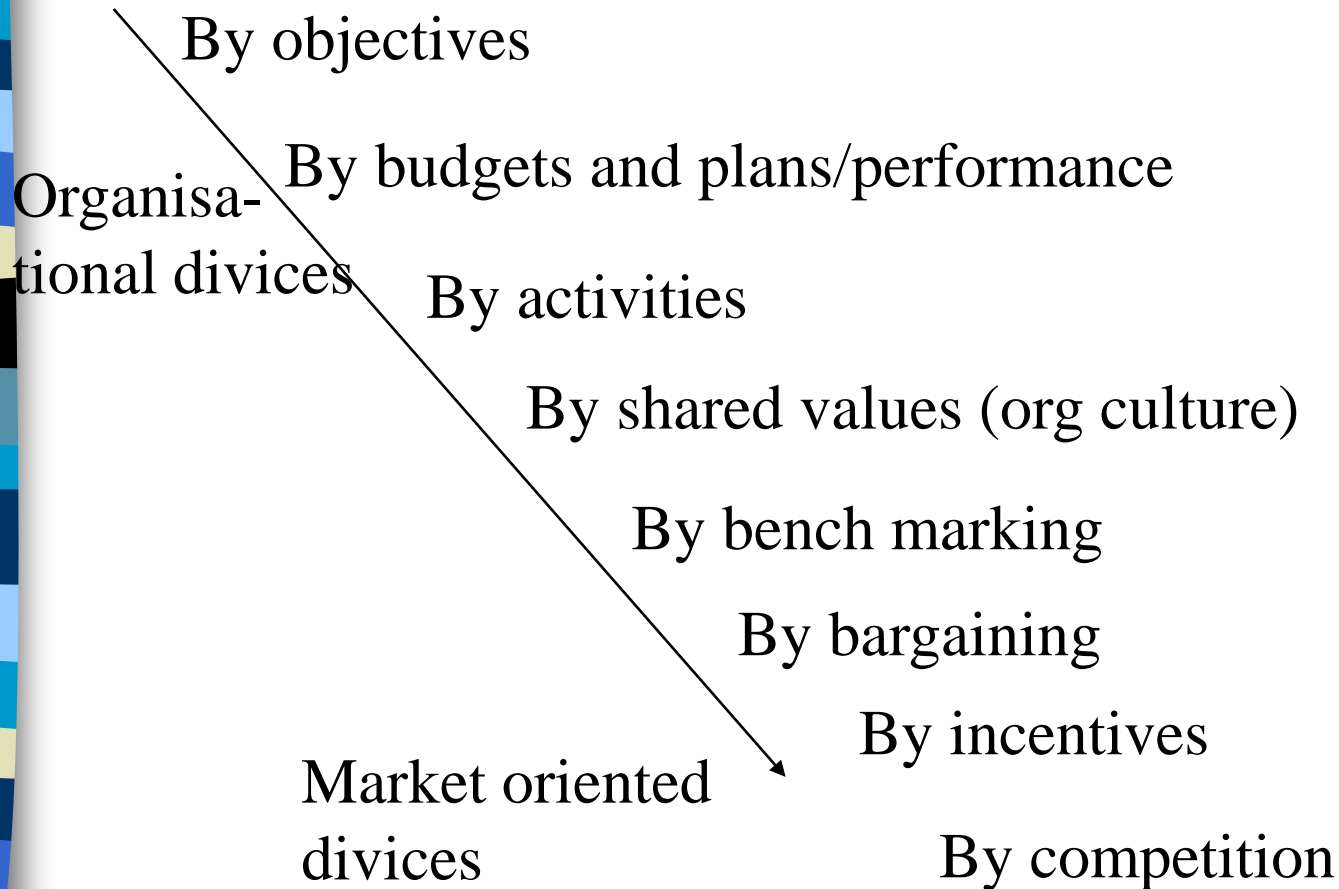**Interface III**

Interface II Students

How Government Manages Universities

* Financial support

    * Contract (Objectives)

      * Regulating behavior:

        * Competing for Resources (Research funding)

      * Employer of Candidates

* Service Provider to Government

Management Instruments

By objectives

By budgets and plans/performance

Organisa-
tional divices

By activities

By shared values (org culture)

By bench marking

By bargaining

By incentives

Market oriented
divices

By competition

Research/Teaching Autonomy

Research: Freedom to choose topic and methodology or strategically determined

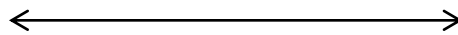Teaching: Freedom to choose literature and pedagogy or administratively designed

Student Autonomy

The degree to which the students themselves:

a. Can choose the education they want
b. Can compose the curriculum freely
c. Are responsible for own learning

Students are:

Creative, curious,
Eager to learn: ⟷ Acquiring the degree the
easiest way:

Taecher-Student Interaction

Student Participation

Customarized Education

Problem oriented projects

high

Text + Cases
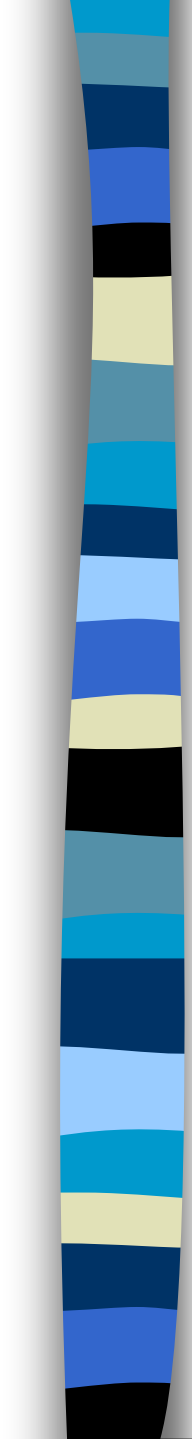
Lecture + cases

Lecture

Standard Education

low

low

high

Teacher Dominance

Organisation-Management Issues

Organisational Structure: Hierarchy, Matrix, Network

Organisational Behaviour: Rational; Satisfactory

Mindset: The way we think about students, research, etc.

University Mind-set

Mindset is the way we think of and perceive what a university is.

Educational Mind-set

1. Teach specific theories and methodologies (I am a scientist; you are a pupil)

2. Develop young people intellectually (I am a mentor; you are creative and curious)
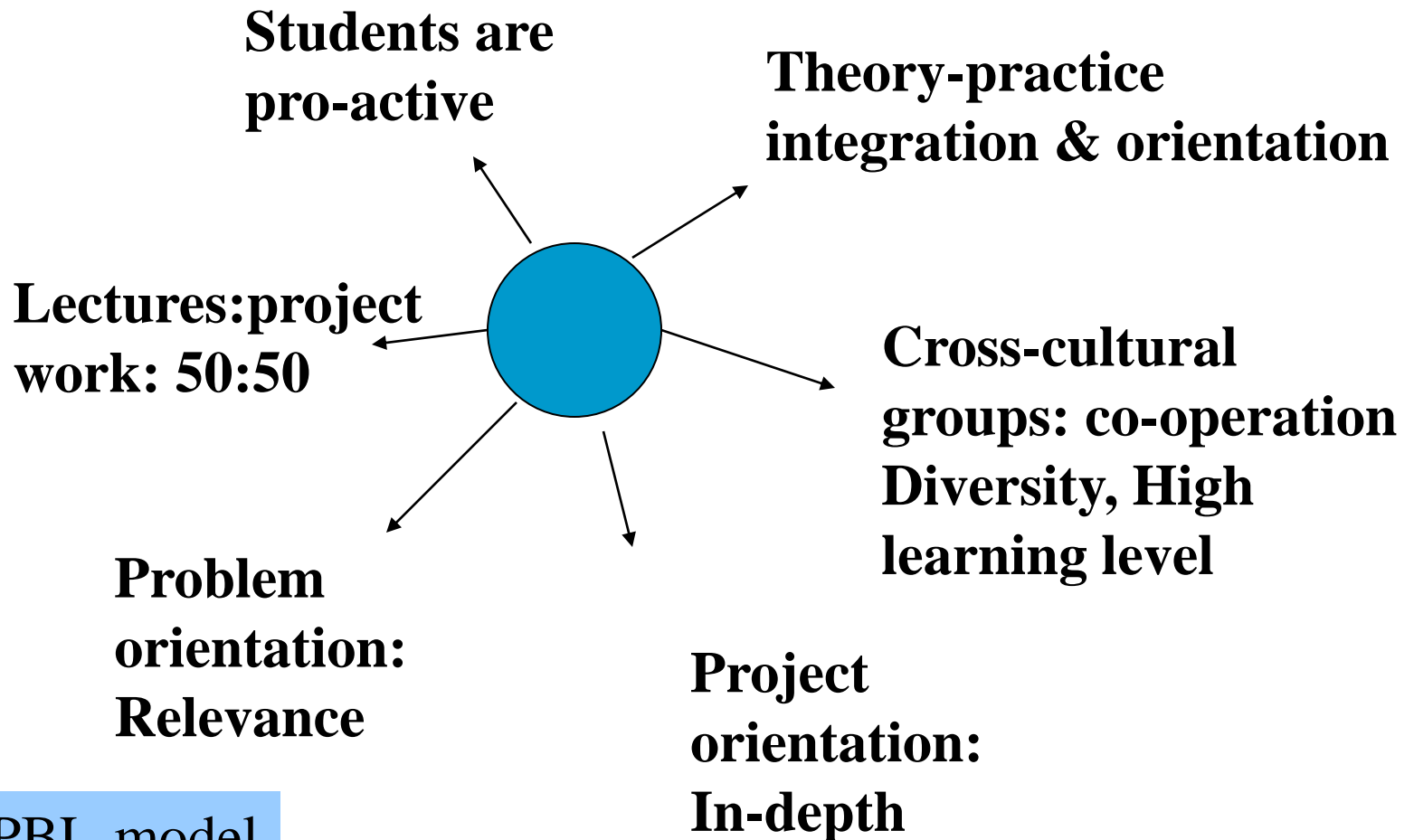
Profile of students

- From a study of entrepreneurship: *
  - Wish to create something
  - Influence
  - Personal challenges
  - Stage one-self
  - Flexibility in work (and leisure)
  - Team but benefit for me
  - Risk averter??

* Sørensen, O. J. & R. Ivang (2003): Towards an Innovation and Entrepreneurship Culture at . I wish…Dare I? Dept. for Business Studies. Aalborg University.

Pedagogical Philosophy at Aalborg University

Students are pro-active

Theory-practice integration & orientation

Lectures:project work: 50:50

Cross-cultural groups: co-operation Diversity, High learning level

Problem orientation: Relevance

Project orientation: In-depth

The PBL-model

Research Mind-set

1. The Ivory Tower: Theory-Practice Gap

2. The Value Adding University: Theory-Practice Integration

   - Combining two types of learning: formal through research and experiential through actions.

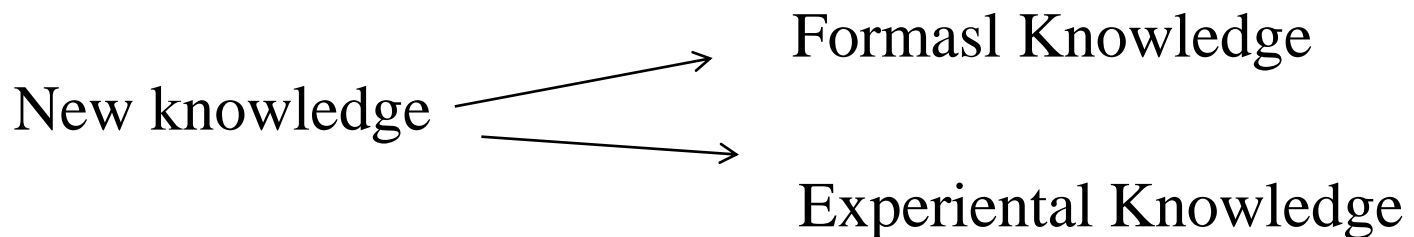   - Research is a creative-innovative activity

Universities and Research

* Basic Research – knowledge with no immediate use
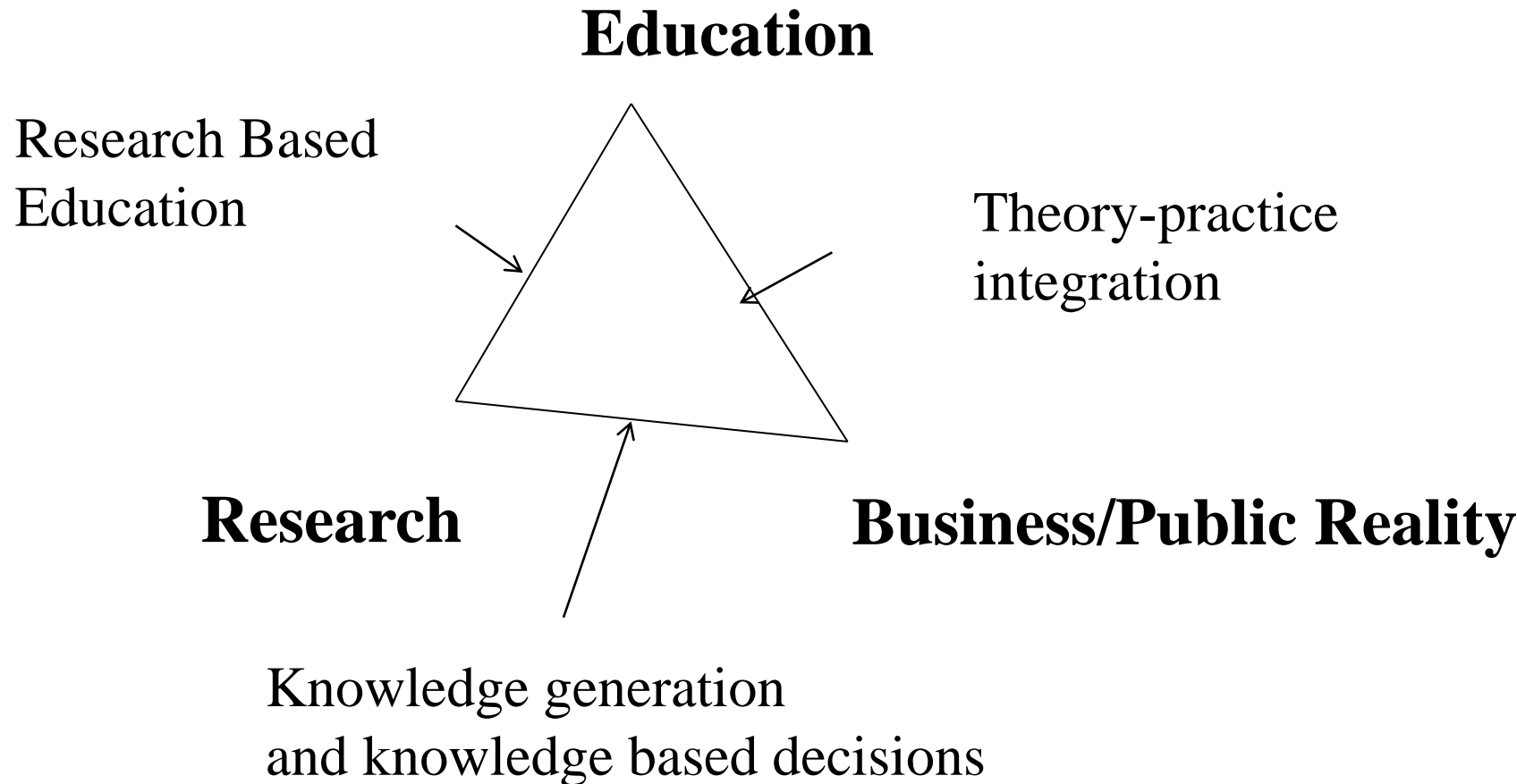* Applied Research

The Modern Way

*Theory-Practice Integration

* New knowledge created through theorietical reflection on business reality.

New knowledge → Formasl Knowledge

→ Experiental Knowledge

The Modern University

Synergies between the three tasks

Education

Research Based
Education

Theory-practice
integration

Research

Business/Public Reality

Knowledge generation
and knowledge based decisions

University and Society - The Triple Helix

DEFINITION

The Triple Helix is defined as the partnership/network between government, business and university with the aim to enhance knowledge and innovation for the mutual benefit of the partners.

University and Society:Triple Helix

Universities

The role of and rationale for
Each partner

Synergy

Government

Business

The synergies between the partners
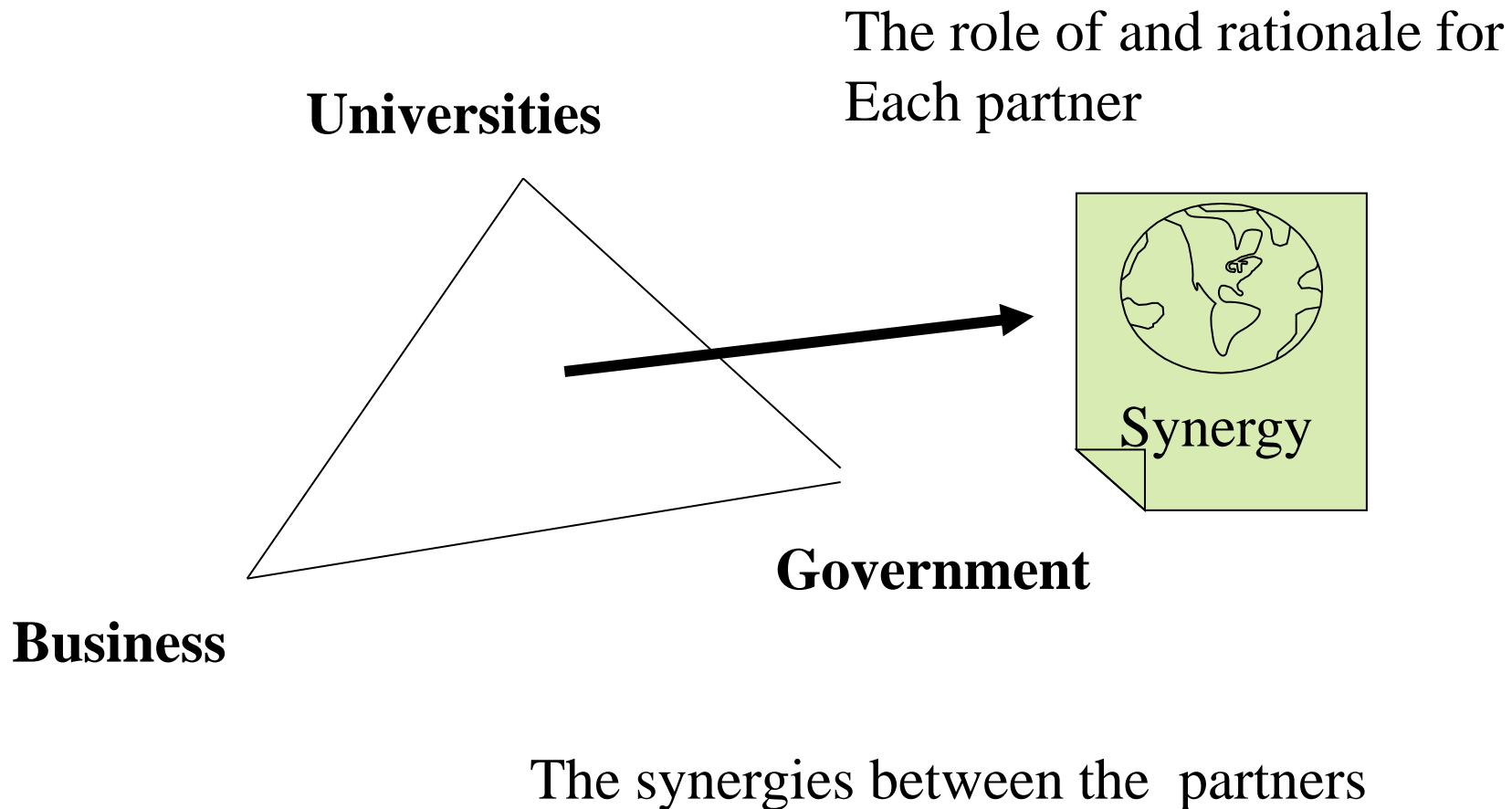
Why Companies Want to Collaborate

* Problem but no time to solve it

* Qualified (and free) man-power for some months

* Newest research findings and theories

* Potential employees

* Want to support the education of
  good managers

I am often asked..

Collaboration modes

* Illustrative example

* Guest from business

* Case to illustrate theory

* Case to solve problem

*Inter-active case

* Group Project

* Internship

University Organisation

	Hierarchy	Collaborative*	Self-organised**
Mindset:	Plan-Control (Top-down)	Collaborative Top & Bottom Meets	Emerging (Bottom-up)
Relation:	Manage Employees	Manage Managers (Collaboration)	Self-Management
Decision making:	Management	Negotiation	Democratic/Consensus
Advantage	Unitary	Balanced	Innovative/Flex
Disadvantage	Bureaucratic	Intransparent/ Power	Unclear direction

* Negotiated; Matrix etc.; ** Democratic, etc

Example from AAU

The meeting of the management pillar with experts/ professionals (professors)

The Academic Council:

A Portfolio of Roles:
- Decision
- Recommendation
- Advice
- Rights to be consulted

Nurturing and valuing university autonomy. Challenges for state regulation

Prof. Birute Mikulskiene,
Mykolas Romeris University,
Lithuania

Workshop 'The Role of University Autonomy – EU experience', **November 20, 2012, Technical University of Moldova**

Relationship between state and HEI

- Autonomy on the EU agenda

    - "Delivering on the Modernisation Agenda for Universities: Education, Research and Innovation" (Council Resolution (November 2007))

        - the creation of new frameworks for Universities, characterised
            - improve autonomy and accountability.

- The cause of transformation of relationship between the state and HEI based on
    - Changing expectation of University contribution to society
    - Reconsidering new Mission of Universities

Autonomy: definitions

- Autonomy:

    - the right of a group of people to govern itself, or to organize its own activities

- Institutional autonomy

    - the goals, policies, and programs that institution has chosen to pursue and procedural to the techniques selected to achieve chosen goals

University's need of Autonomy

- Autonomy

  - is always historically situated
  - understood as a relative dimension with a crucial impact on the way higher education and research actually functions.

- The increased autonomy is supposed

  - to strengthen the capacity of Universities
  - to respond immediately and efficiently
  - to indicate short-term demands coming from society.

The concept of Autonomy based on dimensions of management

- *Staffing autonomy*
  - refers to a University's ability to decide freely on issues related to human resource management, including recruitments, salaries, dismissals and promotions.
- *Organisational autonomy*
  - refers to a University's ability to decide freely on its internal organization, such as the executive leadership, decision-making bodies, legal entities and internal academic structures.
 .
- *Financial autonomy*
  - refers to a University's ability to decide freely on its internal financial affairs. The ability to manage its funds independently enables an institution to set and realise its strategic aims.
- *Academic autonomy*
  - *Autonomy* refers to a University's ability to decide on various academic issues, such as student admissions, academic content, quality assurance, the introduction of degree programmes and the language of instruction.
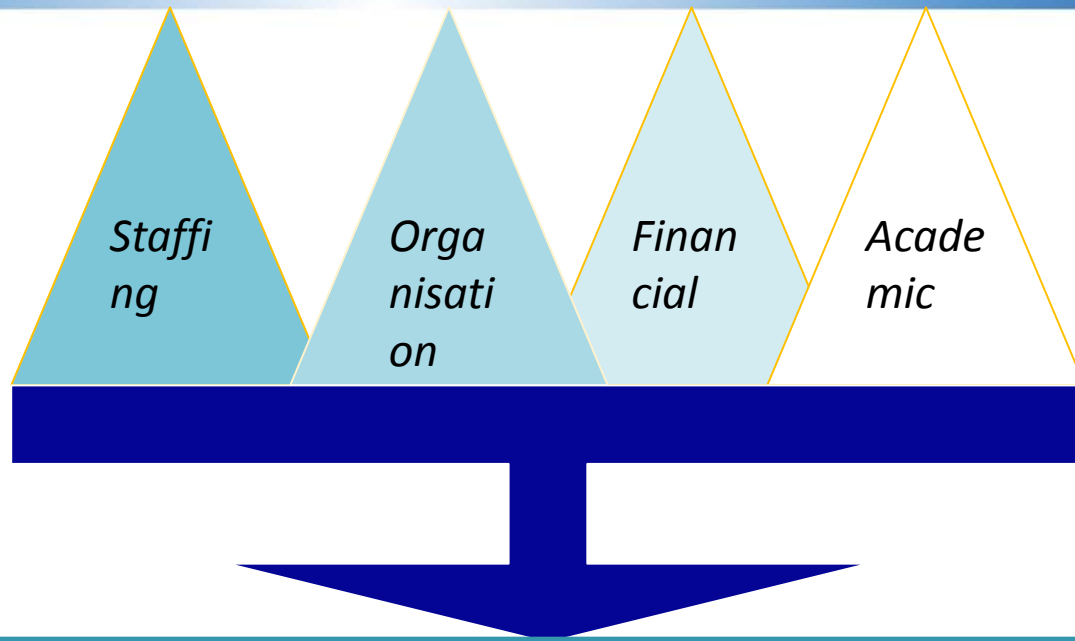
The concept of Autonomy

The higher degree of autonomy is granted, the higher responsibility and accountability is acknowledged (awarded).

Autonomy or independence

- Despite

  - institutional autonomy is perceived as a **sensitive safeguarding** instrument of maintaining the quality of Higher Education at a certain level.

- Autonomy does not mean

  - the absence of regulations
                        or
  - complete independence

Self-regulatory mode

- From the perspective of state regulation,

  - AUTONOMY could be analysed as a self-regulatory mode

  - the achievement of standards is under the supervision of a self-organised body inside the university with only certain regulation coming from the outside.
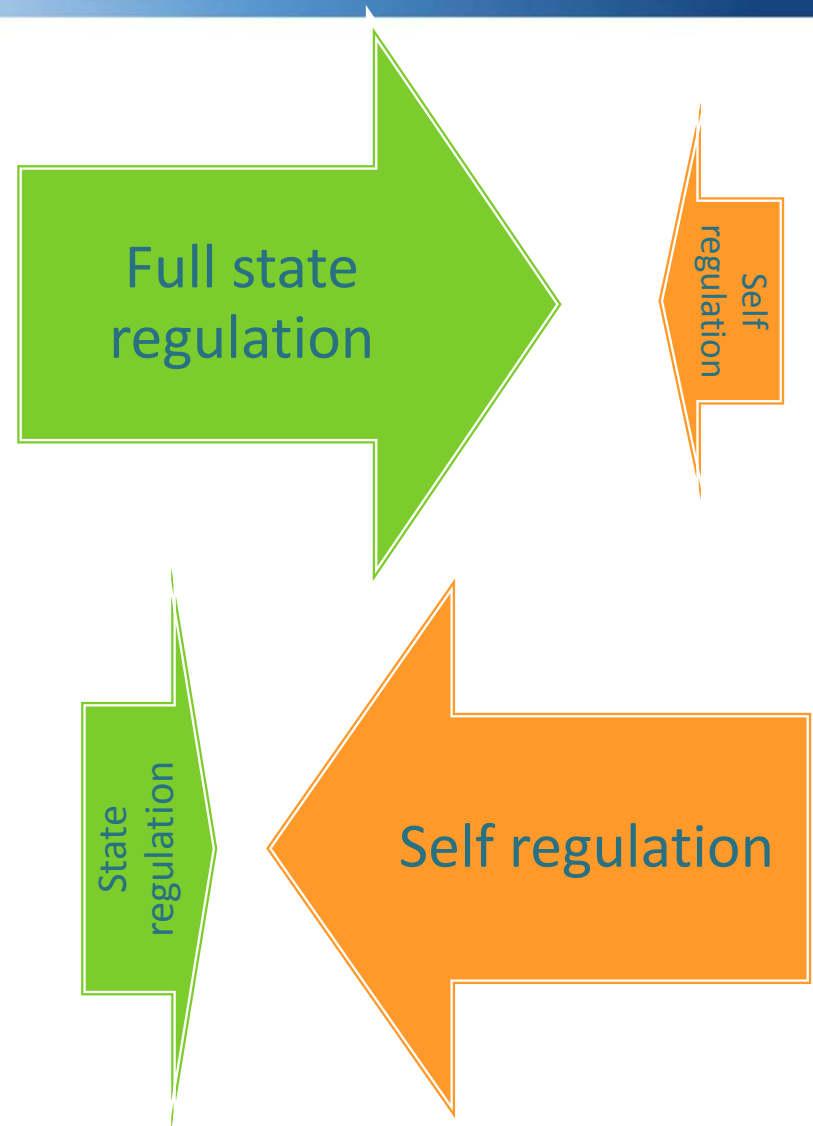
Self regulation

- Self-regulation is

  - opposed to external governmental regulation

  - a mode of balance between internal commitments and external control

external control

the aim of external control to achieve the certain quality of University activities and outputs.

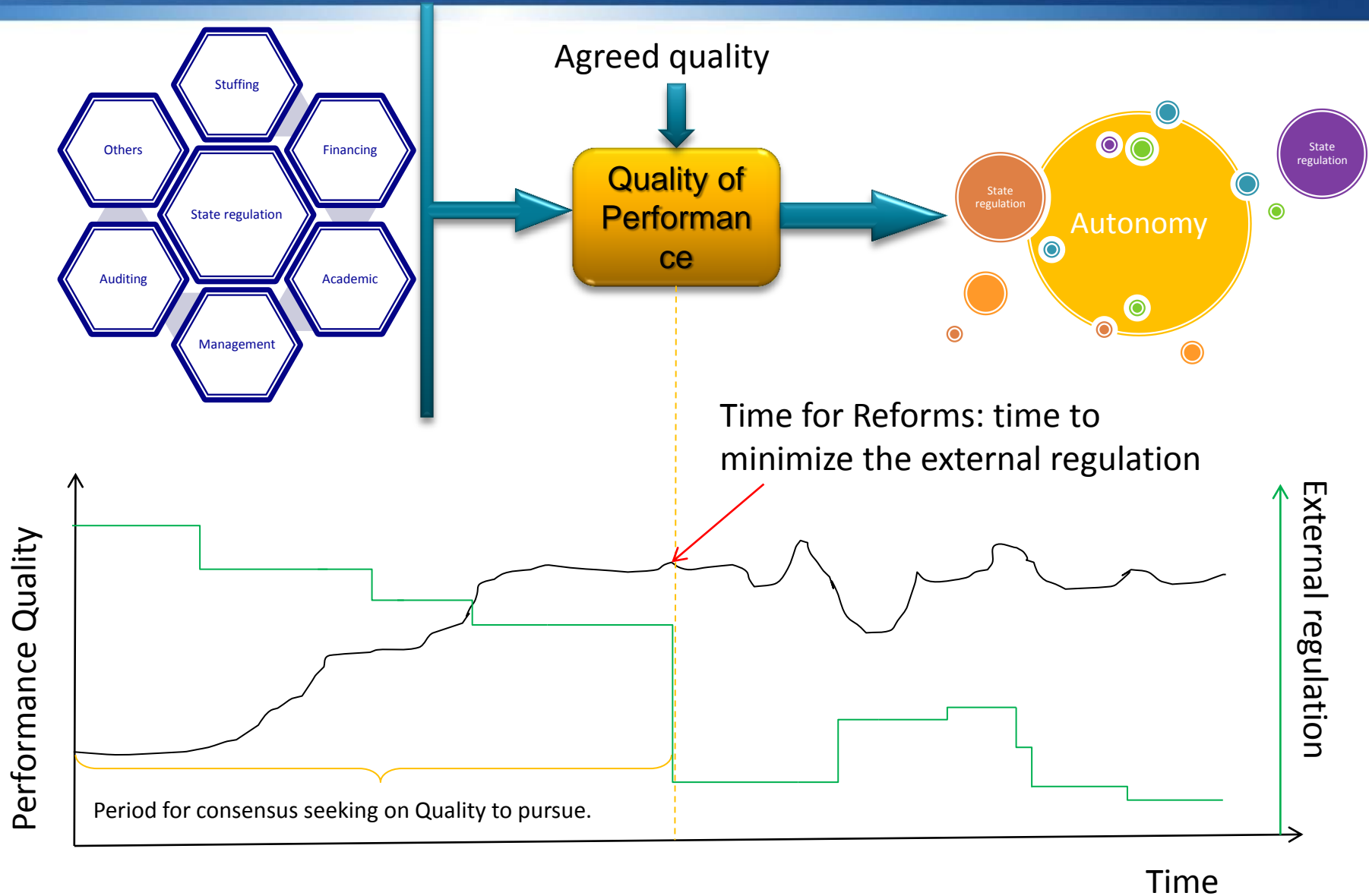internal **commitments** to endeavour for quality
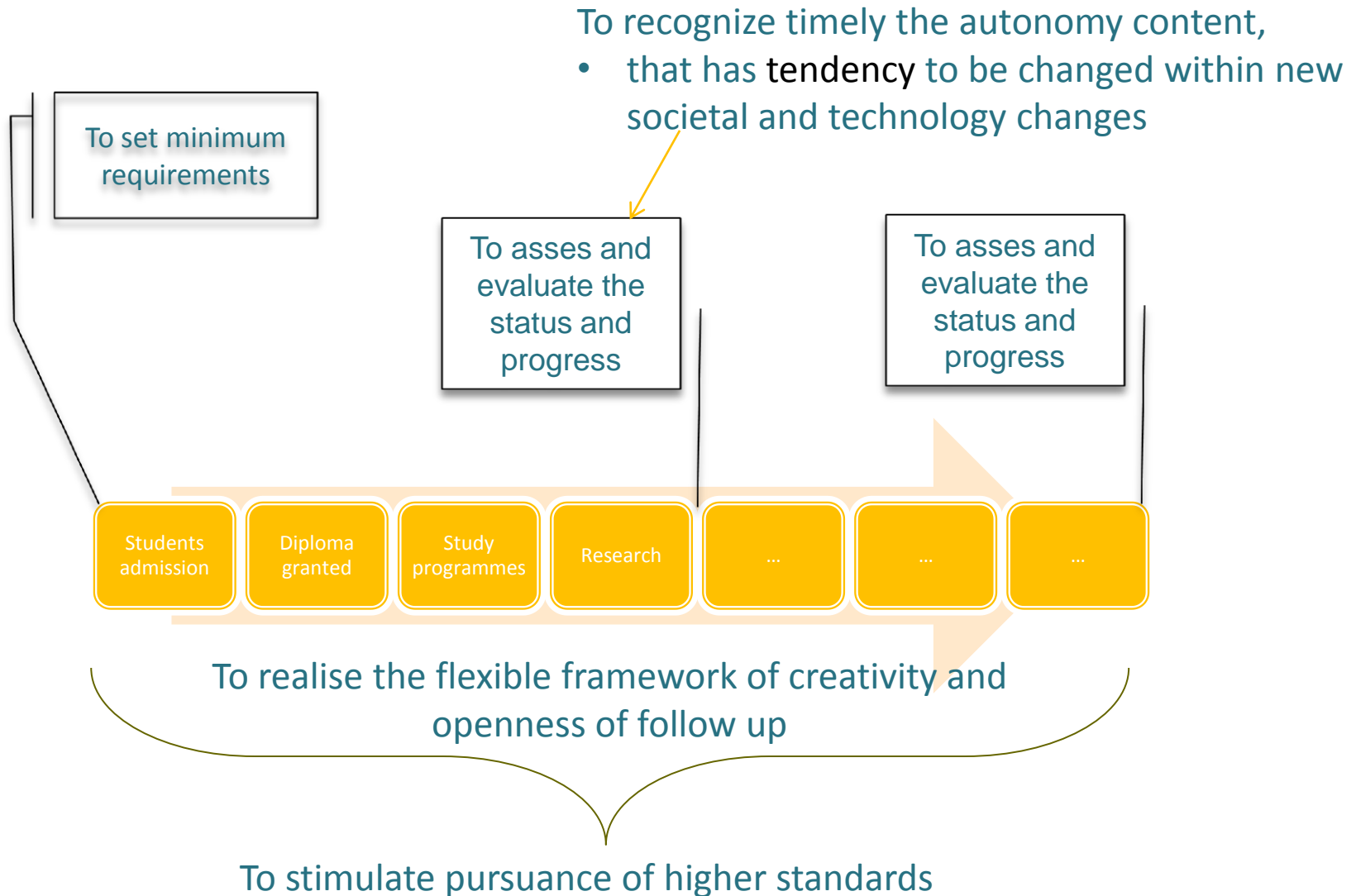
Degree of autonomy

- Two modes of governing

    - Full state regulation
    - Self regulation

- To set the autonomy boundaries

    - is a policy target all around the world and Europe as well.

Full state regulation

Self regulation

State regulation

Self regulation

How to keep autonomy operational?

Stuffing

Others

Financing

State regulation

Auditing

Academic

Management

Agreed quality

Quality of Performance

State regulation

Autonomy

State regulation

Time for Reforms: time to minimize the external regulation

Performance Quality

External regulation

Period for consensus seeking on Quality to pursue.

Time

Mission of state regulation
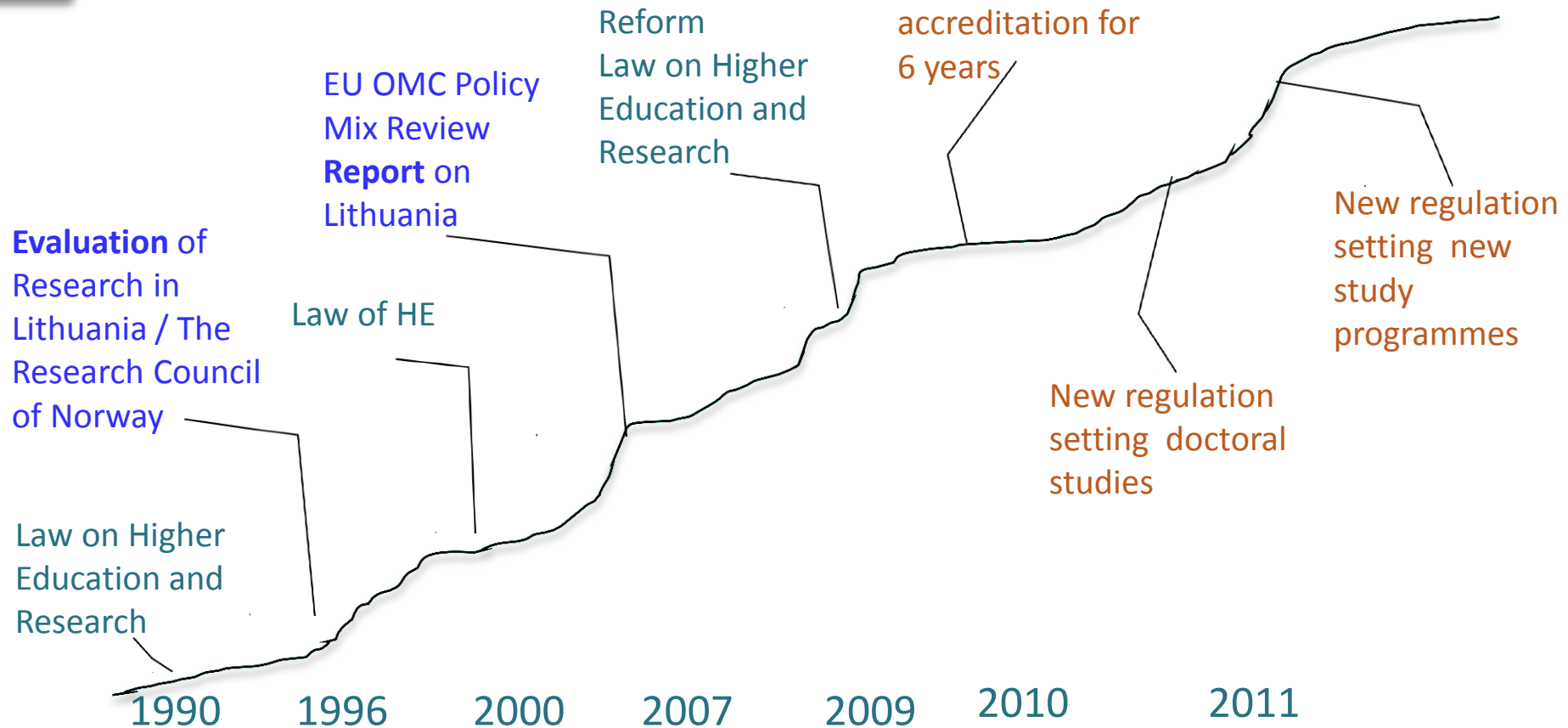
Lithuanian way of strengthening University autonomy

Long way of transformations

- Implementation measures

- External evaluation and assessment with recommendations for changes

- Law

External evaluation of HEI with new accreditation for 6 years

Reform Law on Higher Education and Research

EU OMC Policy Mix Review **Report** on Lithuania

Evaluation of Research in Lithuania / The Research Council of Norway

New regulation setting new study programmes

Law of HE

Law on Higher Education and Research

New regulation setting doctoral studies

1990   1996   2000   2007   2009   2010   2011

- Extensive Reform on May, 2009

- The driving targets
  - Higher quality of studies
  - Modern management of HEI
  - New status of HEI for better expression of Autonomy
    - the main advantage – allocate funds, raise funds, set tuition fees, take loans, make investments, own land and buildings
      - Possible impact on R&D and Innovation - patenting and spin-offing.
  - Network of HEI optimisation
  - Sustainable budget for studies
  - More opportunities for students, lecturers and state

Autonomy details

- Determining of academic structure freely
- New: Dual governance structure including external members
- New: Rector appointed by board, rector's term is fixed in the law and is accountable to governing body
- Institutional funding with specified cost items and activities
- New: New status of Universities. Ability to borrow, lend, own buildings
- Requirements for staff is in the Law
- The range of salaries are fixed in the Law
- New: University fixes overall students numbers
- New: University decides students disciplinary allocation
- New: Universities freely set the tuition fee.
- New: Study programmes could be accredited either by national certification office or by international certification office.
- New: Student admission based on grades and state study funding places establishment
- New: Institutional external evaluation is established in the Law and gets operational course
- New: Establishment of ethical ombudsmen
- New: HEI and study and research monitoring system creation

Winings and Losses

- **Losses**: time
  - Long process of learning:
    - External expert evaluation
      - Starting from 1996-2007
    - Benchmarking, 2008

- **Winings**: knowledge about autonomy and about consensus
  - Hard process of negotiation
    - Agreements between parties for support 2006
    - Discussions with academia all along 15 years
    - Appeal to Constitutional court
      - **28th October.** The decision making power distribution between Council and Senate
      - **18th December.** Distribution of state budget

From direct governing to stirring: an example

New study programme proposal and accreditation process

- Requirements:
  - For staff, curriculum, infrastructure, quality ensuring system,…
- Approving
  - By Centre for Quality Assessment in Higher Education

- Proposal
  - 30 pages long + Supplements with courses descriptions
- Evaluation:
  - Expert based

After 2010

- Requirements:
  - For staff, curriculum, infrastructure, quality ensuring system,…
- Approving
  - By Centre for Quality Assessment in Higher Education

New

- Proposal
  - 30 pages long (without courses descriptions)
- Evaluation:
  - Managerial based
- Accreditation time:
  - Limited to fixed period of time

Conclusions

- Institutional autonomy is perceived as a
  - sensitive safeguarding instrument of maintaining the quality of Higher Education at a certain level.

- The higher degree of autonomy is granted, the higher **responsibility and accountability** is acknowledged .

- From the perspective of state regulation, autonomy can be analysed as a self-regulatory mode
  - where the achievement of standards is under the supervision of a self-organised body inside the university.

- The challenge for state regulation is to make sound between

internal commitments
to endeavour for quality

external control,
where the aim of external control
to achieve the certain quality of
University activities and outputs

Conclusions

- The challenges of state regulation are based on threefold issue:

To **stimulate** pursuance of higher standards

To **realise** the flexible framework of creativity and openness of follow up (control);

To **recognize** timely the autonomy content, that has tendencies to be changed within new societal challenges and technology changes

THANK YOU FOR YOUR ATTENTION

birute.mikulskiene@mruni.eu

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Suceava

Coordinates of Universitary Autonomy in the case of University „Stefan cel Mare" of Suceava, Romania

Ştefan-Gheorghe PENTIUC

University „Stefan cel Mare" of Suceava, Romania

Chisinau, November 2012

Students

- **More than 12.000 students enrolled in Bologna cycles**

Academics

- **64 study programmes at Bachelor Degree**

- **44 masters programmes**

- **17 Ph.D. programmes**

Staff

- **More than 700**

University Short Presentation

- **Faculty of Economics Sciences and Public Administration**

- **Faculty of Electrical Engineering and Computer Science**

- **Faculty of Food Engineering**

- **Faculty of Mechanical Engineering, Mecatronics and Management**

- **Faculty of Forestry**

- **Faculty of History and Geography**

- **Faculty of Letters and Communication Science**

- **Faculty of Education Science**

- **Faculty of Physics Education and Sport**

Universitatea Ştefan cel Mare Suceava

Suceava, 2012

Universitatea
Ştefan cel Mare
Suceava

Suceava, 2012

Universitatea
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Suceava

USU

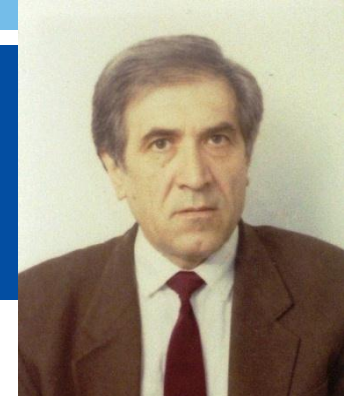# Other Research Areas

Tribology

Food Chemistry

Economics

History

Communication Sciences

Medals awarded at Inventics Exhibitions in Bruxelles, Geneva, …

Medalii de aur – **Bruxelles – EUREKA 2005**, Salonul Internaţional de Invenţii **INVENTICA 1994, 2002,** Salonul Internaţional de Invenţii **ECOINVENT 2003**, Salonul Internaţional de Invenţii **PROINVENT, 2006, 2007, 2008**)

Medalii de argint obţinute la saloanele internaţionale (Salonul Internaţional de Invenţii **Bruxelles – EUREKA 2002**, **2004, 2007** Salonul Internaţional de Invenţii **GENEVA – 2005, 2008,** Salonul Internaţional de Invenţii **ECOINVENT 2003**)

Medalii de bronz INVENTICA 1992, ECOINVENT 2003, **GENEVA – 2008**

In Romania the universitary Autonomy is guaranteed by the Constitution and is set in practice by the Law of National Education, and the Chartas of each university.

The Charta of the University Stefan cel Mare of Suceava state that the Autonomy is the right of the academic comunity to establish

- its own mission
- institutional strategy,
- structure
- activities,
- organisation,
- to manage the human and material resources,

with the respect of the law.

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USU

Autonomy is legitime if it is accompanied by the accountability.

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We shall evaluate the Autonomy of the Univesrity „Stefan cel Mare" of Suceava, as well as in the all the Romanian public high-education system regarding the basic four dimensions set out in Declaration of EUA in Lisbon in 2007:

- **Organisational Autonomy**

- **Financial Autonomy**

- **Staffing Autonomy**

- **Academic Autonomy**

Capacity to determine the internal organisation and decision-making process.

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USU

Selection procedure for the executive head

The procedure for the selection of the head of the university, the rector, was established by referendum from two alternatives indicated by the Law of National Education, the law no. 1 from 2011 (L1/2011): elected by the academic staff and representants of the studens, OR management contest. More than 96% of the participants at referendum preferred the universal vote.

After the vote, the rector has to be confirmed by the Ministry of national Education (Law no.1/2011)

The procedure for the selection of the executive heads of the faculties, the deans, is stated by the Law 1/2011. They are appointed by the rector as result of a management contest.

The directors of the academic departments are elected by the academic staff of the departments.

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USV

Selection criteria for the executive head

The rector was elected by the academic staff and the representants of the students in Faculty Council and Senate (directly, freely, in secret).

The rector must be a member of academia community (have a labour contract with USV or other EU university) and having at least 4 years to his retire.

The criteria used in the management contest for the selection of the deans of the faculties were established by the Senate of the USV. The deans may be from inside or outside of the faculty and university.

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Dismissal of the executive head

The procedure for the rector dismissal is stated in the law: the rector may be dismisssed by the Senate of the USV or by the ministry of education after consultation with the Senate.

Term of office of the executive head

Is stated by the Law of National Education (4 years).

Organisational Autonomy

External members in university governing bodies

Only the Council of Doctoral Scholl has external members. These members are appointed at the proposal of rector, and confirmed by the senate of the USV,

Capacity to decide on academic structures

The academic structures (Faculties, departments, research centers or institutes, services) are proposed by the departments, faculties or Senate of the USV. Senate approves the proposals. The Faculties are proposed by Senate and approved by the Government of Romania.

Capacity to create legal entities

The USV has the right and ability to create legal entities: foundations, associations, spin off companies etc.

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Ability to atract and to manage the financial resources

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USU

Length of public funding cycle

The Ministry of National Education allocates operating grants for a period of 1 year,

Type of public funding

The public operating grant based on

● the number of students reported by the universities at the 1-st of January, and update these grants regarding the number of students at the 1-st of October

● quality criteria, university classification.

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Type of public funding (2)

- Scholarships

- Subvention for residence and cantines

- Research grants – awarded in the frame of national competitions

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USU

Tuition fees for national/EU students

All the tuition fees for national/EU students at Bachelor, Master's and level are proposed by the Administration Council (leaded by the Rector) and approved by the Senate of the USV.

There are no different fees for national/EU students.

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USU

Ability to recruit and manage the human resources.

Promotion procedures for senior academic staff

- possible only by contest

Promotion procedures for senior administrative staff

- are established by the Senate of the USV

Salaries for senior academic staff

The minimum and maximum level for each category of academic staff are set by the law. The rector, deans, and department's directors can propose salaries between these limits.

Salaries for senior administrative staff

Are set by the rector of the university in the limits established by the law.

Dismissal of senior academic staff

- is approved by the Senate of the USV. Practically, because of complex procedures, it is impossible to fire a teacher.

Dismissal of senior administrative staff

- is approved by the Senate of the USV

Capacity to manage the internal affairs

Overall student numbers

The Senate of the USV set the number of the students for each study programme, below the maximum number of students established by the MEN based on the proposal of the agency that did the evaluation for accreditation of the programme.

Admissions procedures at Bachelor and Master's level

The general framework is established by the MEN and the Senate of the USV. The faculties propose their own admission procedures respecting the MEN and the USV's Senate regulations.

Theses procedures are approved by the Senate of the University Stefan cel Mare of Suceava.

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Introduction of programmes at Bachelor and Master's level

The faculties has the ability to propose new programmes. After the approvement of the Senate of the USV is necessary to submit the proposal for an evaluation procedure of ARACIS. Based on the positive advise of ARACIS or other agency registered in EQAR, the MEN approves the introduction of a new study programme.

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Introduction of programmes at doctoral level

- is neccessary to have a person habilitated to supervise the Ph.D,.programme. The programe is proposed by the Council of the doctoral school, approved by the Senate of the USV and, finally by the MEN.

Termination of degree programmes

The USV, as other Romanian universities, has complete authority to close programs.

The finalisation by the students of a study programme requires an exam with a Comission appointed by the Council of the Faculty and approved by the Senate of USV.

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Language of instruction at Bachelor and Master's level

- is established by the Senate of USV at the proposal of the facvulty

Selection of quality assurance providers

- university can select ARACIS or other quality assurance providers registered in European Quality Assurance Register (EQAR)

University Stefan cel Mare of Suceava – a Three Stars Autonomy

The Consortium Universitaria has analysed the Autonomy in the romanian universities and granted three star (maximum) to the Autonomy degree in the **USV.**

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USU

- **Academy of Economical Studies of Bucharest**

- **Naval University of Constanţa**

- **University "Politehnica" of Bucharest**

- **Oil University of Ploieşti**

- **University "Ştefan cel Mare", Suceava**

- **Academy of Sports and Physical Education Bucharest**

- **technical University „Gheorghe Asachi", Iaşi**

- **University de Medicină and Farmacie, Craiova**

- **University of Bucharest**

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USV

University is fair and correct from the administrative point of view

The head of the university is able to manage the USV

The university publish 70-80% of the information of public interest

University have a web page, even if it may be better from the point of view of the completion of information and their logical disposal on page.

Criteria for Three Stars Autonomy

University is correct from the point of view of the academic activity, even it does not apply 100% of its rules.

The universty has rules and procedures to prevent plagiarism.

The academic process is correct, the schedue of the academic is published and respected by professors and students.

The students can contest the evaluation process.

Autonomy depends on

- Accountability

- Quality Assurance

- Transparency

- Fair academic activity

- Parteneriat with the students

- Capacity to gain its own resources

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THANK YOU FOR YOUR ATTENTION !

Ştefan-Gheorghe PENTIUC
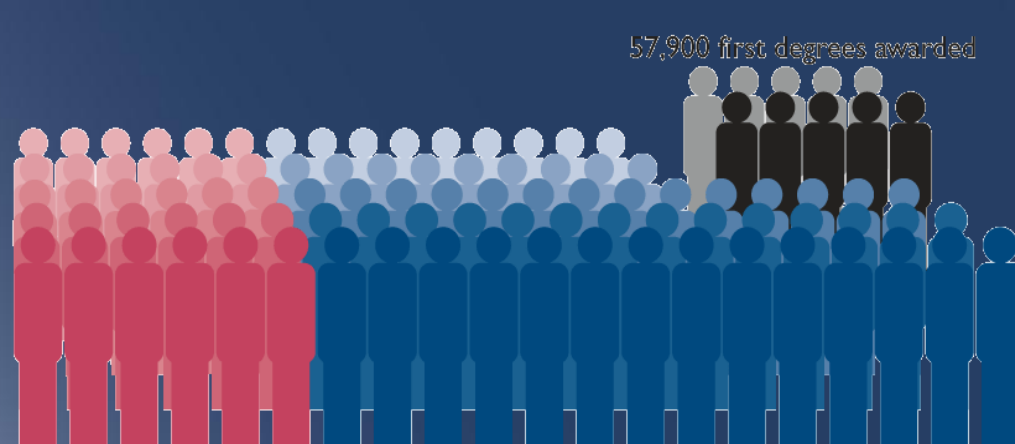
pentiuc@usv.ro

The Swedish Higher Education Area

Lennart Ståhle

The Swedish National Agency for Higher Education

Higher Education Degrees
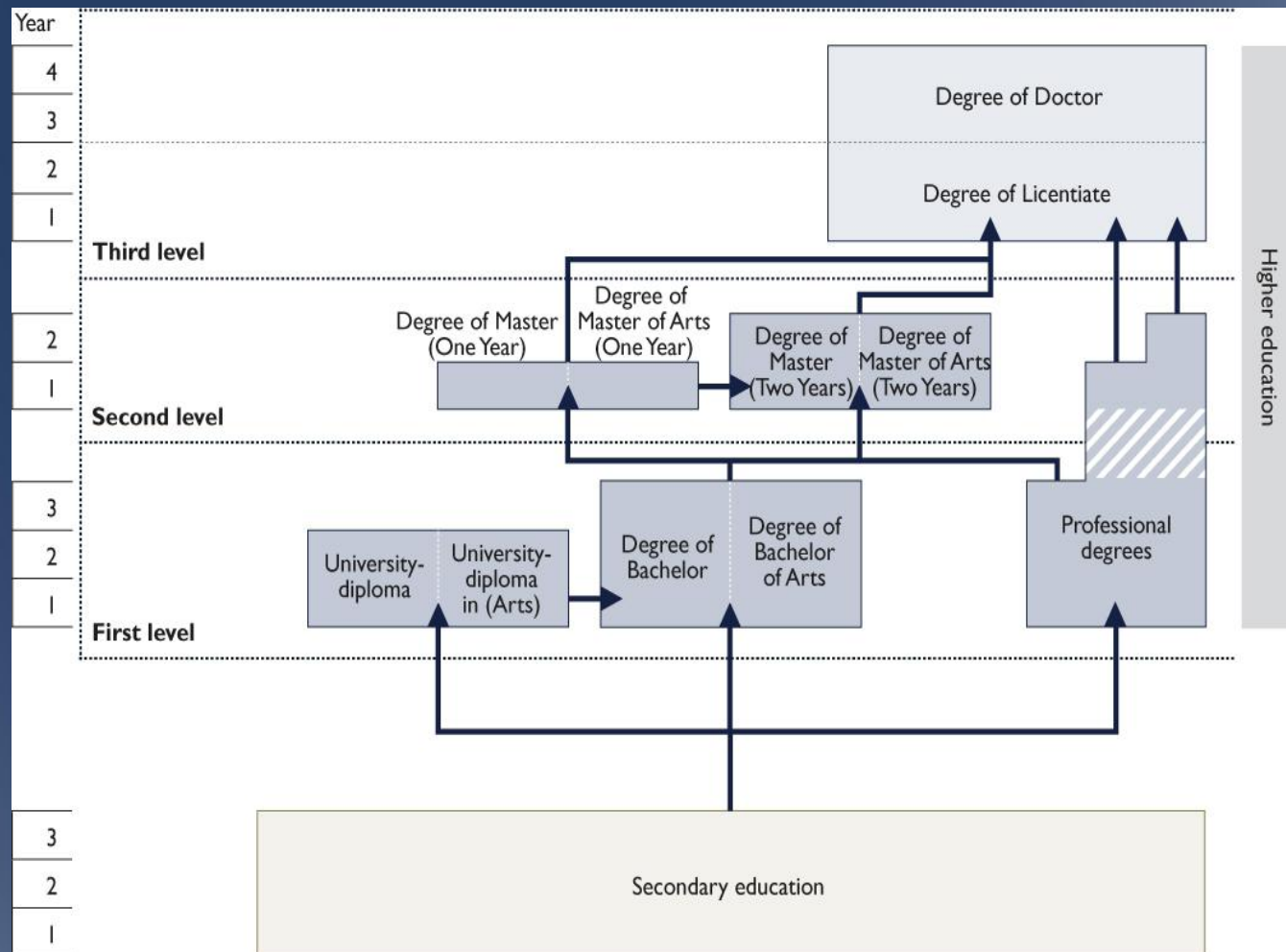
Accreditation

- No accreditation of HEI but accreditation of the rights to award degrees.

- Quality evaluation of all programmes and all subjects every fourth year (from 2011 every third year). This work is carried out by The Swedish National Agency for Higher Education

- If the quality is low (bad) the agency has the right to revoke the degree awarding powers.

The Swedish Higher Education Aera

- **35 state institutions**
  14 Universities
  14 University colleges
  7 University colleges of Arts

- **13 "semi - private" institutions**

State institutions Universities

- **14 universities**

A university is a HEI that has been given the right to award doctoral degrees in all subjects and at all faculties. A university has also consequently the right to award bachelors and masters degrees in all subjects and at all faculties.

State institutions
University Colleges

- 14 university colleges

A university college is a HEI that has been given the right to award degrees a undergraduate level.

But three of them has also been given the right to award doctoral degrees within a faculty

State institutions / University colleges of art

- 7 University colleges of Art. All situated in Stockholm

- Speccialised in one art form each:

dance, music, paniting, opera, crafts / design, and film / radio/ television production

They have all right to award a Bachelors and a Masters degree in art

Small in number of students 600 - 35

Art education is also carried out at some universities and university colleges

”Semi – private” institutions

- 13 institutions of varied size

- Two of them former state institutions: Chalmers Institute of Technolgy and The University College of Jönköping

- One: Stockholm School of Business is the oldest independent HE institution

- 10 rather small institutions: 2 nursing schools (belonging to The Red Cross and a private hospital, 1 design school and 7 schools closely connetected to religious (Christian) churches.

- They have the right to award specific degrees according to the Higher Education Ordinance after application to the goverment
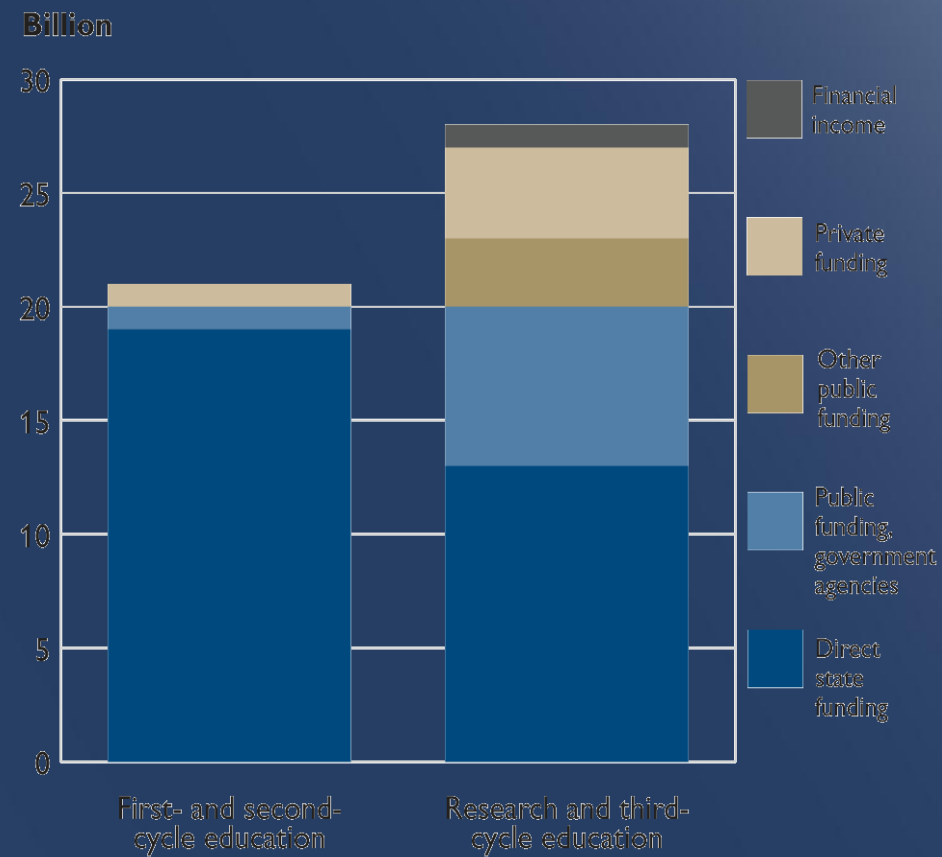
Governance
State Institutions

- Higher Education Act (decided by the parliamnet)

- Higher Education Ordinance (decideed by the government)

- All institutions must have a governing board of 15 persons:

8 members appointed by the government after suggestion form the HEI (rector)

3 representatives of the academic staff

3 representatives of the students and

The rector

Governance semiprivate/independent

- No regulations from the state

- Annual contract with the state about their education (according to HEO) and the reimbursement

Funding

- **It is the parliament, after proposal from the government, who decides about the budget to the institutions**

- **Student numbers and performance determine funding for undergraduate teaching**

- **Financing postgraduate programmes and research without any performanceindicators**

- **Faculties/Faculty boards allocate funding within their area of responsibility**

Funding for the various operational areas.

Reforms
from strict governance to autonomy

Autonomy to decide how:

- their operations are to be organised, or in other words the division into organisational units and decision-making bodies.

- resources are to be allocated within the institution. They also determine their annual budgets and how these are to be monitored.

- the quality of their offerings is to be assured and developed.

Autonomy to decide about:

- organisation of studies and the structure of their educational programmes. They also decide on the content of the courses offered.

- the undergraduate programmes to be offered and the number of places in each programme.

- the principles for enrolment and admission to undergraduate programmes.

Autonomy to decide about:

- postgraduate programmes, in other words the subjects to be offered, enrolment, organisation and implementation.

- the establishment of new professorships and the appointment of professors.

- research methodologies and focus.

- premises and equipment.

- salaries for all employees except the Vice-Chancellor or President.

Future reforms

- Merger between institutions. Bottom up process with intiative from the institutions themselves. Funding from government facilitates the mergers.

- Deregulation of the methods to appoint academic staff.

- Fundraising

- Quality based budget system for undergraduate education

Reflections

- Universities as state authorities or independent from state?

  Depends on national legislation. What kind or freedom is allowed within the "state-system"?

- Universities funded by the state or privateley?

  100% state funding or just basic funding from the state with private funding, including tuition fees?

  100% private funding, including tuition fees?

- The way of funding not essential but the funding must guarantee sustaniability

Reflections

- State or private – not the essential question

- Quality of degrees and competence of graduates most important

- The states must set up solid systems for quality control and accreditation of institution and/or of degrees

Enhancing University Autonomy in Moldova

Project Launch
20th November 2012
Technical University of Moldova, Chisinau

Academic Freedom
and University Autonomy:
The UK Experience

Professor Marin A. Marinov

University of Gloucestershire, United Kingdom

Content of Presentation

- **Definitions of terms**
- **Organisational autonomy in the UK and Europe**
- **Financial autonomy in the UK and Europe**
- **Staffing autonomy in the UK and Europe**
- **Academic autonomy in the UK and Europe**
- **Specifics of the University Autonomy in the UK**

Definitions

- *Academic freedom:*
  - Refers to the independent choice of inquiry by students and staff concerning any academic issue.
  - It also secures that scholars should have freedom to teach and communicate ideas and facts (including those that are inconvenient to political groups and ruling parties) without being targeted for repressions, to be made jobless, or legally prosecuted.
- *University autonomy (UA) – represents the right of the universities to choose their own management, academic staff and courses of studies without any intervention of part of the government or any other organization/institution.*

What Is Typical for UA

- **UA is constantly in flux, and university, never given, is always under pressure, and has to be made to work in different conditions and variety of ways to meet different challenges.**

University Autonomy in the UK (1)

- **Organisational autonomy:**
  - **It refers to the ability to independently *select, appoint and dismiss the executive head* and to decide on the *length of his/her term of office*.**
  - **Organizational autonomy in the UK – 100%.**
  - **Weak elements of organizational autonomy outside the UK:**
    - **External members in university governing bodies;**
    - **Capacity to decide on academic structures;**
    - **Capacity to create legal entities.**

University Autonomy in the UK (2)

- **Financial autonomy refers to a university's ability to decide freely on its internal financial affairs and the aptitude to manage its funds independently.**

- **Financial autonomy in the UK has several weak areas:**

  - **Decisions on tuition fees;**
  - **Length of public funding cycles;**
  - **Ability of universities to borrow money).**

- **Many European universities outside the UK receive an important proportion of their funds from *the state*.**

University Autonomy in the UK (3)

- **Staffing autonomy refers to a university's ability to *decide freely on issues related to HR management*, including recruitments, salaries, dismissals and promotions.**

- **Staffing autonomy in the UK has some weak areas main related to:**
  - **Decisions on salaries of senior academic staff.**

- **Many European universities have limited staffing autonomy concerning the *hiring of their academic and administrative staff* as they need to take into account external prescriptions and interference.**

University Autonomy in the UK (4)

- **Academic autonomy refers to:**
  - **The formulation and implementation of the overall university strategy;**
  - **The development of academic profiles;**
  - **The creation and termination of degree programmes;**
  - **Student admission issues of any kind.**

- **Weak areas of academic autonomy in the UK:**
  - **Decisions on student admissions;**
  - **Recently the formulation and implementation of university strategy.**

- **Many European universities have significant problems with academic autonomy.**

Specifics of the University Autonomy in the UK

- **They are very complex and diverse.**

- **Legally English universities are established either:**

  - **By a *Royal Charter* - those universities established before 1992, their autonomy cannot be revoked or amended except through a formal process ;**

  - **As *legally-defined higher education corporations* - The Act of Parliament of 1992 enabled the former Polytechnics to become universities. The Secretary of State has the power to dissolve them. This has never happened before, but could arise if a university became financially insolvent or tolerated academic malpractice.;**

  - **As *limited liability companies*. These universities have more restricted autonomy and small governing boards. Such universities can be sold.**

Specifics of the University Autonomy in the UK

- Thus, The Secretary of State could allow a failing publicly established university to be taken over by a private entity.

- This is one of the issues discussed by the current British government.

- All universities in England are autonomous, but the Royal Charted ones are significantly more autonomous than the rest. They are governed by a University Council appointed by the University and led by a Vice-Chancellor, appointed by the University Council.

- A radical change is in place to move away from state funding of higher education to graduates.

Specifics of the University Autonomy in the UK

- **Implications of the recent changes:**
  - A system dependent massively on grants to support university education, gives way to a system that is exclusively market-driven.
  - After a transitional period, all university courses will be market price courses, with government funding covering only the costs of loans.
  - This will be the greatest test of the present university autonomy. Probably less of a problem for the elite *Russell Group*.
  - Underperforming programmes and departments are closed down.

Specifics of the University Autonomy in the UK

- Private universities have never been a feature of English higher education.

- The present UK government is determined to change this radically.

- The marketisation of higher education in the UK tends to increase university autonomy but at the same time increase the instability of universities and put at a risk their future.