

# UNIVERSITY MANAGEMENT DEVELOPMENT IN THE PROCESS OF ENLARGEMENT OF EUROPEAN UNION

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## I. INTRODUCTION

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#### IV. New principles of European universities

The spreading of individual freedoms, autonomy, willpower, and the market economy reaffirmed the idea of university autonomy, which is captured in the principles of Magne Charte Universitatum from 1988. At that time the rectors unilaterally declared the autonomy of the university including financial, organizational and academic autonomy. The pressures from universities, new needs of the economy. The process of globalisation and international conferences forced European legislation to changes on the legal model of universities regarding financing, managing and programs. The organized process of convergence in the economic, judicial and political areas in Europe also captured the process of convergence for universities. The continental napoleon, Humbolt and josephism systems come closer. Turkish universities drew near to English or European universities and with the inclusion into the EU the intensive process of convergence also captured English universities. With the inclusion of post-socialist Europe into European process there are systematic changes in the laws and a systematic transfer of universities towards convergence regarding the management of European universities. The programs of the EU and other inter-governmental organizations especially, UNESCO and OECD have additionally encouraged a new definition of universities from the global viewpoint.

In 1998, the ministers of four big states (Germany, France, Great Britain and Italy) signed the Sorbonne declaration and gave new encouragement to the Bologna process. The ministers assembled in 1999, responsible for all high education in Bologna (except Croatia, Serbia and Byelorussia). together with university representatives and passed the bologna declaration. A consensus between the university and politics was achieved by this in Europe. The unilateral declaration of university autonomy from 1988 received state political acknowledgement from the ministers in the form the Bologna declaration<sup>17</sup> in 1999. Signing the declaration makes the states obliged to follow the principles that were confirmed.

The Prague summit in May 2001 once again confirmed the principals from Bologna and gave the directives for the further development of universities in Europe<sup>18</sup>. Student representatives<sup>19</sup> also joined in, and the Croatian minister also signed the Bologna declaration.

The following principles were already confirmed at the conference in Salamanca<sup>20</sup> in March 2001:

1. Freedom with responsibility.  
Freedom with university responsibility as a legal entity it is necessary for an autonomous university to independently perform:
  - strategic planning defining goals and priorities.
  - allocating finances.
  - select partners at local, national and international levels for the needs of research and education.
  - select research areas.
  - define study programs.
  - operating with human resources, especially in hiring professors and
  - defines the acceptance criteria for students.

Mutual trust between the government and university on the basis of a partnership is a prerequisite.

2. Employment on the European labour market  
The study programs must suit the academic standards, relevant for the labour market, flexible and they must take into consideration the diversity of science disciplines, economic needs, desires for talents and the possibility of employment.

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<sup>17</sup> Bologna declaration, Bologna 1999

<sup>18</sup> Towards the European Higher Education Area. Communiqué of the meeting of European Ministers in charge of Higher Education, Prague 2001.

<sup>19</sup> ESIB. The National Unions of Students in Europe, Prague 2001.

<sup>20</sup> Convention of European higher Education Institutions, Conclusions of the work of the thematic groups, by the Rapporteur. Prof. Dr. Konrad Osterwalder. Rector. ETH Zuerich, Salamanca 2001.

3. Mobility in European higher education.  
The mobility of students and professors develops skills for accepting new cultures, a new environment and understanding cultural values in the sense of modern globalization and in the sense of understanding European culture and nationality differences. The mobility of students must develop a horizontal and vertical mobility.  
The urgent conditions for mobility are:
  - ECTS credit system must suit the accumulative and previous credit system.
  - a degree supplement.
  - inclined to proceeding.
  - the possibility of virtual and physical mobility.
  - necessary to finance teacher and student mobility.
  - clear evaluation of quality in all countries including in the program.
4. Compatibility: unified and dynamic qualification framework.  
The structure of the higher education study must be compatible at the undergraduate and graduate studies (3-4 years or 180 to 240 ECTS credits), which can also be incorporated in a five year programs...
5. Quality evaluation and certificates of quality.  
The European higher education area demands international definition of standards.
6. Competitiveness at home and abroad.  
Competition encourage the quality of student and teacher work, encourages specialisation and integration of academic disciplines, encourages co-operation amongst universities thus, at the regional and international levels.
7. Accreditation  
Accreditation is a publicly verified process of acknowledgement and verification, quality of universities at the national, regional or national levels. Special accreditation has separate importance for specialized universities or programs.

Cited processes are continued<sup>21</sup>. There are also many national analyses of development at universities<sup>22</sup>, for science<sup>23</sup>, and for prognoses<sup>24</sup>. The continuation of conferences from Bologna to Salamanca and Prague is on within the project "from Bologna to Bertin via Graz and Maribor" when on May 31 300 invited rectors in Graz will also visit the University of Maribor. The European University Association wishes to manifest its definition of one Europe without borders and the suggestion of "Europe—two speeds", which is pretext for "the right to be different, the right to one's own path".

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<sup>21</sup> Guy Hang and Christian Tauch, Trends in Learning Structures in Higher Education (11), Prague 2001.

<sup>22</sup> Stefan Titscher, Universitäten im Wettbewerb, München und mering 2000.

<sup>23</sup> Dr. Rado Boninc, Science and Society, law on research and development. Moderna 1998.

<sup>24</sup> Buzant & Segal, Anticipation of the Future, London 1998.