

HUMANE

**Heads of University Management & Administration Network in Europe**

**SEMINAR**

**WARSAW UNIVERSITY**

**Friday 23<sup>rd</sup> to Saturday 24<sup>th</sup> September 2005**

## ***Role of the EU in Management of Change***

**Abstracts**

### **Poland and Polish Universities in Europe**

#### *1. Jerzy Pieszczyrkow, Chancellor (PL)*

The main goal of the presentation is to summarize briefly the basic data concerning Poland as a new state in the European Union and those relating to the Polish system of Higher Education after 1989, as well as to focus on new tasks and challenges that will be undertaken by Warsaw University authorities.

The 1989, recognized as the end of communist system and the beginning of democratic changes, is an important year for Poland. However, the changes that happened in higher education sector during the past 15 years are not widely known.

Warsaw University, the largest Polish HE institution and the best one (in 2004), has a special role to play. Facts and figures on Warsaw University, its budget, organizational structure, IT management tools show, how difficult is to manage such a large institution that undergoes a continuous process of changing. Therefore an evaluation of current situation, particularly with regard to the new Act on Higher Education being in force from the 1<sup>st</sup> of September, will be done. This Act is of great importance for implementation of Bologna Process in Polish HEIs.

Afterwards Mrs. Jolanta Urbanikowa, Rector's Plenipotentiary for Bologna Process and ECTS will present the problem of implementation of Bologna Process at Warsaw University.

#### *2. Jolanta Urbanikowa, Rectors Plenipotentiary for the Bologna Process and ECTS, Warsaw University (PL)*

The stock-taking exercise at Warsaw University, following the pattern of those performed on the European level before the Berlin and Bergen Meeting of Ministers of Education proved that although the Bologna process has significantly accelerated there is still a lot to do. Initial bottom-up initiatives, scarce top-down university regulations not supported by nationwide legislation, add to a very vivid debate in the academic circles: stakeholders being divided, representing dramatically divergent attitudes, from lack of approval and passive resistance to uncritical enthusiasm.

GATS, globalization, local and international competition, demographic factors etc are perceived like a threat and a challenge. However there is no doubt about the need of further internationalization of the University. How to overcome the barriers and take best possible advantage of the European Higher Education Area this is the question.

## **One year after accession – first effects and perspectives**

*Alojzy Nowak, Dean of the Faculty of Management, Warsaw University (PL)*

- I. Main reasons for Poland to join the European Union (economic, political, social);
- II. Poland in the EU - Experiences of the First Year of Membership - selected aspects (economical, financial, institutional and political);
- III. The influence of the enlargement of the European Union on entrepreneurship and management of the new member states. The case of Polish Business Schools.

## **The Council of Europe: policy in the area of higher education**

*Hanna Machińska, Warsaw University, Director of the Information office of the Council of Europe (PL)*

- I. The main direction of the Council of Europe in the area of higher education and research focuses on the problems concerning:
  - access to higher education,
  - European studies for democratic citizenship,
  - research missions of member states,
  - students participation in governance in higher education,
  - lifelong learning for equity and social cohesion,
  - legislative reform program etc.
- II. The following areas of the Council of Europe activity have special importance:
  1. CoE contribution (Bologna Process) aiming to establish European higher education area in particular:
    - recognition of qualifications,
    - contribution to this Process in countries that are not parties to Bologna Process.
  2. Creation of an access to higher education – the project of the CoE as a part of the CoE regular work.
  3. Presentation of recommendation of the CoE to the member states on access to higher education.

4. European Studies for democratic citizenship aiming to redefine European studies as university discipline and field of research, presentation of the recommendation.

III. This shows clearly that the CoE covers a lot of fundamental problems concerning proper functioning of all Universities in Europe in order to achieve greater unity between 46 member states.

IV. The presentation will focus on a legislative activity of the CoE in the area of:

1. Access to higher education in the sense of widening of participation rate, retention rate. The recommendation of the Committee of Ministers an access to higher education will be discussed.
2. Research mission, general policy of the CoE and the legal framework.
3. Approach of the CoE to the European Studies for Democratic Citizenship, legal framework and practice. Implementation of the Recommendation No. Rec(2004)24 in Poland.
4. Attitude of the CoE in the area of teaching of Human Rights. Implementation of the Recommendation No. Rec(2004)24 on the European Convention on Human Rights in university education and professional training in Poland.

5. Language policy in higher education, presentation of European Languages Portfolio.

### **The strategic position on University services in The European Higher Education Area**

*Rafael Zorrilla, Universidad Carlos III de Madrid (ES)*

In the Bergen Declaration (May, 2005) universities are seen as playing a crucial part in strengthening the three poles of the knowledge triangle: education, research and innovation, and a key role to achieving Europe's competitiveness.

The European Commission, in its communication: Mobilising the brainpower of Europe (April, 2005), set improving governance as a decisive goal, from two perspectives: the state strategy for the Higher Education System, and the way in which universities will modernise their strategies.

Heads of Administration are aware of the demands of these modernising strategies, for the changing university structure, for their role, and for university services.

Teaching programs will need to be more flexible in their offers, and adapt to life-long learning activities. In addition they are requesting the support of services such as the Library which can play an important role in the new learning systems.

Research projects will need an effective cost-based system, combined with more flexible ways of supporting staff.

A new structure, in which education and research are decentralised, will mean a stronger institution, with a clear global strategy. This will only be sustained if information and data, marketing studies, quality measures, relationships with stakeholders...are managed in a more professional way and linked to academic leadership.

Some examples will show the ways in which Universidad Carlos III is beginning to cope with these challenges.

**How will the Bachelor-Master system effect University Management?** *Roger Broo, Åbo Akademi University (FI)*

Implementation of the Bologna process will open up for more movement and competition. Students will after their Bachelor exam be able to change their postgraduate studies to other study programs and other universities much easier and more flexibly than before. Students will prefer universities with high quality and interesting study programs. Young people are not tied to their home city and to instruction in their mother tongue like in former decades. These changes will strengthen the competition between universities for good students and form a challenge for university management.

## **The effects of the Bachelor-Master reform on institutional and administrative internal organisation of French universities**

**Jean-Pascal Bonhotal, Université Claude Bernard, Lyon 1  
(FR)**

In the framework of the Bologna Process, the Bachelor-Master reform is supposed to favour an harmonization of education curricula in order to permit students to move

more easily within the European area. What was expected by the designers of the reform was consequently more competition between the different universities within each country and between the different countries so as to become more attractive for the students.

After a two years implementation period, the reform achieved its academic goals : it resulted in the most important higher education reform since a century, applied even in some academic fields reform reluctant for decades. Curricula in Sciences, Humanities, Economy and Social Sciences have been deeply reshaped while the reshaping process is going on in other fields like medicine and Health sciences.

But this major academic change didn't provoke more competition between universities, but rather an organization crisis.

In most of Universities which have seriously implemented the reform, the process revealed a gap between the current structures, and the functional needs of the new education framework. Both the faculty organization and the work division between university central services appeared clearly unsuited to the new stakes.

That is driving to a new approach in building internal services more adapted to users basic needs and legal and institutional internal reshaping, with frequently more centralization and a cut in the number of faculties.

The process revealed also problems at regional or local level, around the work-division between the different universities, both in education and research. Frequently, human, technical and financial means concerning the same educational and scientific are scattered between two, three or more institutions settled in the same city. No one of them have the critical mass to be effective. So, a lot of projects of closing and sometimes merging are nowadays in discussion. That's the French paradox : the Bologna process didn't drive to more competition but rather to more cooperation. But may be the paradox is only a detour and cooperation not an alternative but a step to a more competitive approach at the global level.

## **The development in past and future of HUMANE**

*Hans van Dam, HUMANE Network Manager (NL)*

The central discussion topic at the Warsaw Seminar will be the effect on universities of the accession of Central and Eastern European countries to the EU.

Part of this discussion will be the development of HUMANE itself, and the value for the universities in the new EU-countries, and the countries waiting for membership.

Another reason is the presence of 5 Russian partners in the RAUMA-project, which is a TEMPUS project with the aim to support the development of a network for senior administrators in Russian universities using HUMANE as model.

The presentation will deal with the topics "why should there be a network", the early history (founders, regional meetings, TNP-projects), the transition to an informal association, the instruments (discussion list, Bulletin, Website, seminars, Round

Table), the finance, the daughters (with ESMU, such as Winter School, HEE), the new and extra activities, the transition to a formal association (to Belgian law), and now the transition to a new phase with the founders leaving the Boards.

After the seminar the presentation will be followed up by a new presentation at the website useful to members who want to tell more about HUMANE to colleagues.