

The Legal Aspects of University Management Development

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Abstract

Knowledge and technology have become a major economic and social development factor. The university management efforts to include more stakeholders, highlights the cooperation between the public and business value. Universities have immediately become the part of national innovation system and able to contribute significantly to the edge of economic progress. In order to answer the challenges of today, Lithuanian society must agree on the general principle of education for their further development and regulations, to link these principles and aims of the individual and community development projection. Successful management development is closely related to the improvement of the legal framework. Working group members of the implemented project *Improvement of Home Management at Mykolas Romeris University* have done MRU SWOT analysis. It can be seen that most of the important factors require the legal regulation of university management process.

Keywords: reform of higher education management, university strategy, labour market, SWOT analysis, law.

Introduction

Education is one of the main factors in the development of modern knowledge-based economics. Successful economic development depends more on what will be invested in people and increase their intellectual capacity and development. These investments will promote the growth of the labour market as well as economic growth because if more individuals obtain higher education, there is greater increase of the labour productivity, efficiency, the technological change is more rapidly absorbed (new technology). In a state where is a higher level of investment in human capital, the intensive growth of the capital domestic product is observed.

In the global economy, Europe can only compete on the basis of knowledge, skills and capacity for innovation. Demand for people mastering high skills will continue to rise. 35% of all jobs in the EU will require high-level qualifications by 2020, but only 26% of the workforce currently holds a higher

education qualification (European Commission, 2009b).

Europe needs to raise levels of quality too. Education programmes need continual updating, so that graduates have the types of knowledge and skills they will need to succeed, and to have the flexibility to adapt to a changing labour market. Higher education must be more closely aligned to the needs of the labour market and more open to co-operation with business, included in the design of curricula, improving governance and injecting additional funding. Higher education should also contribute to making the knowledge economy work better in Europe: creating effective links among education, research and business to produce innovation; and maximising the contribution of higher education to regional regeneration, including through Community funds (European Commission, 2010b).

The European Union runs approximately 4,000 universities and other higher education institutions and more than 19 million students. In recent years the number and variety of higher education institutions, as well as student numbers, have substantially increased (European Commission, 2010b). But funding, governmental structures and curricula have often failed to keep pace. Higher education is not performing well enough to provide Europe with enough people with the right kinds of skills to create jobs and growth. And worldwide, Europe's competitors, especially the emerging economies, are rapidly increasing their investment in higher education.

The article examines common problems and management trends of higher education, but the management and creation of a new strategy of Mykolas Romeris University (MRU) are presented as an example. The competition in higher education and the new challenges are faced due to the fact that universities should adjust their management. Managerial takeover of the business management techniques, leadership, return criteria, investments in marketing strategy have become a common

practice in higher education. Reforms of university management are closely related to the reforms of the legal framework.

The aim of this article is to analyse the legal aspects of university management development and to investigate improvement of home management in a case of Lithuanian Mykolas Romeris University. **The method** of scientific literature and document analysis was applied to examine the new trends of universities' development in the EU and Lithuania. The comparative method analyses the methods of implementation of Mykolas Romeris strategy. Statistical methods have been applied for generalisation of the Mykolas Romeris University SWOT analysis results.

Theoretical Framework of the Research Impact of Globalisation on Higher Education and Bologna Process

The process of globalisation, knowledge society development changed the requirements for university management. New requirements for universities are posed by a number of interested groups: the

students themselves, employers, public authorities, society as a whole. Knowledge and technology have become a major economic and social development factor. Universities have become the engine of the knowledge society, an important factor in social and economic development of societies. Accordingly, changes in the university mission. Students can choose university studies not only at home but also abroad (Becket, Brooks, 2006).

The more people obtain higher education, the more the economy grows. Education affects the labour market; it shows the opportunity of individuals to establish themselves there. The company hiring a skilled worker expects to improve its productivity, competence, profitability, and also it will be easier to compete in the labour market. The state will also benefit from education. Education has impact on country's internal development and productivity (Giziene et al., 2008). Higher education graduates have higher rates of employment than those with lower levels of qualification in all EU Member States (Modernising Higher Education..., 2011) (see Figure 1).

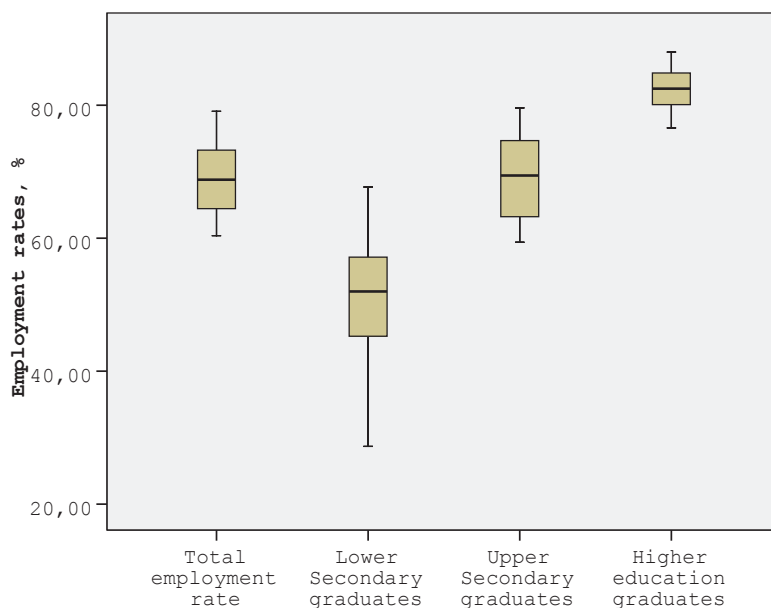


Fig. 1 Employment rates by level of educational attainment, 20-64 year-olds, 2010

Source: Modernising Higher Education – Facts and Figures, 2011

Bologna Declaration adopted in 1999 forecasted the basic objectives, principles and guidelines in order to create a common European Higher Education Area. Objectives which were considered the most important for development of the worldwide European system of higher education has been directly focused on university management system changes, but the implementation of the these objectives influenced

the changes. 2007 *London Communiqué* is approved by the desire to create a unified European Higher Education Area. 2009 *Communication from the Universities of Louvain* obligated to pursue study of internationality and to facilitate the mobility of students and teachers. The priority of research and study quality remains in European Higher Education Area. The main principles of management of higher

education institutions should be the social dimension, the interface among research, innovation and higher education, between higher education and adequate funding. All these declarations and communications have led to the universities and other higher education institutions to seek cooperation in development of joint programmes, to develop teaching, research and student exchange programmes. Mobility of students, academic and administrative staff is the main development factors of the European Higher Education Area framework (Svarbiausi Bolonijos..., 2008). The European Union supports such model of university which is oriented to practical knowledge by the public interest and is oriented to the labour market needs. Teachers of higher education institutions work as staff of the public sector organisation but by using business management techniques.

Internationalisation became like university everyday life, many of the universities choose the internationality as a high priority. With the growing number of students in higher education, many countries face difficulty in financing of higher education and introduce tuition or are considering this option. Competition in higher education, new challenges have arisen due to the fact that universities adjust their management. Managerial takeover of the business management techniques, leadership, return criteria, investment, marketing strategies have become commonplace in higher education (Filippakou, Tapper, 2007, 2008).

Education is perceived as one of the key pillars of the EU internal policies. Development of European Higher Education Area is a condition to make European higher education institutions attractive and competitive (Svarbiausi Bolonijos..., 2008). Given the current global trends in higher education and studies, the European Commission and EU member states hit by the provisions of the need for fundamental reform which will enable European higher education to compete successfully under circumstances of globalisation and knowledge economy.

One of the most important education goals is set in the strategy Europe 2020 (European Commission, 2010) – to achieve by 2020 that 40 % of young people would obtain higher or equivalent education. At present, only 26 % of the total labour force has higher education. According to the number of researchers, the EU is still lagging behind: there are 6 researchers per 100 employees, but 9 and 11 scientists in the USA and Japan. The knowledge economy requires people who would have acquired some different transitional skills, digital skills, who are creative and flexible, having good knowledge of a chosen area (European Commission, 2011c).

Analysing Lithuania and Mykolas Romeris University students in the dynamics (Mykolas Romeris universitetas, 2009, 2011) (see Figure 2), one can see the sharp drop in the number of students from Lithuania in 2008. This process until the year 2010 did not affect Mykolas Romeris University, but in recent years the MRU decline is visible too.

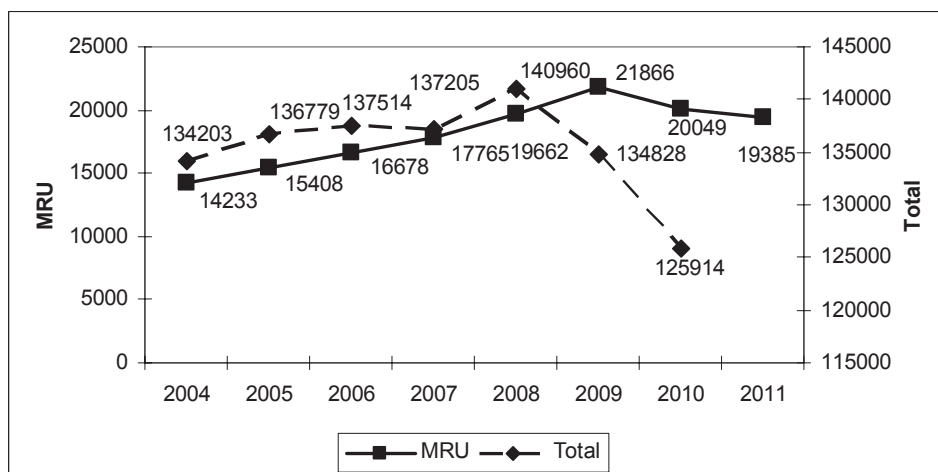


Fig. 2 Dynamics of students' number in Lithuania
Source: Mykolas Romeris universitetas, 2009, 2011

Higher education institutions are in the knowledge business, since they are involved in knowledge creation and dissemination and learning. Then the challenges associated with the creation of a knowledge environment in higher education are considered, and explores the opportunities offered by viewing knowledge as an asset are explored, conclusions are drawn by noting that although knowledge-

based organisations might seem to have the most to gain through knowledge management, effective knowledge management may require significant change in culture and values, organisational structures and reward systems (Kaptein, Schwartz, 2008). The management of the relationship between knowledge and power is crucial (Ruzevicius, 2007).

The *Communication from the Commission “Mobilising the Brainpower of Europe: Enabling Universities to Make Their Full Contribution to the Lisbon Strategy”* (Commission of the European Communities, 2005) of the Commission of the European Communities states that raising quality and attractiveness require major transformations at universities. Those which drive these transformations within universities require specific support (including funding) from their environment. Universities failing to undertake these changes – for want of drive, power to act or available resources – will create a growing obstacle for themselves, their graduates and their countries.

In a social and economic environment where skills and competences acquired and refined through higher education are becoming more and more important, it is a societal imperative to expand opportunities to higher education to as large a proportion of the population as possible. The process to achieve this goal is commonly referred to as the social dimension of higher education. The development of most European higher education systems towards the so-called mass and even universal higher education systems illustrates the fast-changing nature of higher education. Policies, accordingly, change as well. In recent years, the concept of the social dimension has been at the centre of many important policy documents on the international level (European Commission, 2011d).

Many EU countries are prioritising the modernisation of their higher education systems; but the potential of European higher education institutions to contribute to Europe’s prosperity and fulfil their wider role in society remains underexploited (European Commission, 2011a, 2011b). This is why education is at the heart of the Europe 2020 strategy which has set a target for 40% of Europe’s young people to obtain a higher education qualification by the end of this decade (33.6% in 2010) (Lietuvos Respublikos švietimo ir mokslo..., 2008).

As part of Europe’s strategy for jobs and growth, the European Commission on 20 September 2011 presented a reform strategy to boost numbers of graduates, to improve teaching quality and maximise what higher education can do to help the EU economy emerge stronger from the crisis. The strategy identifies priority areas where EU countries need to do more to achieve shared education objectives and sets out how the European Union can support their modernisation policies (European Commission, 2011c). Priority areas in which further reforms are needed include:

- Increase of the number of graduates, attracting a broader cross-section of society into higher education, and reducing the numbers who drop

out without completing their courses;

- Improvement of the quality and relevance of higher education, so curricula meet the needs of individuals, the labour market and the careers of the future as well as stimulating and rewarding excellence in teaching and research;
- Provision of more opportunities for students to gain additional skills through study or training abroad and to encourage cross-border cooperation to boost higher education performance;
- Training of more researchers to prepare the ground for the industries of tomorrow;
- Strengthening of the links among education, research and business to promote excellence and innovation;
- Assurance of efficient funding is freeing up higher education governance and investing in quality education to match labour market needs.

Increasing numbers of graduates will require higher education to be more attractive to groups that are currently under-represented, such as those from low-income backgrounds and migrant groups. This includes making courses as relevant as possible to the needs of the labour market and creating new, more flexible ways to study, including distance, modular or part-time learning (Council of the European Union, 2007, 2008). Making it easier for students to move among higher education systems in different countries and to spend periods abroad (through “*mobility windows*” in course programmes) will make higher education more attractive. But raising participation will not be enough, if those who go to university are not able to complete their studies. Measures to reduce drop-out should include tailored guidance to inform about study choices, more flexibility in moving between courses and adequate financial support, especially for those from lower income backgrounds (Commission of the European Communities, 2005, 2006).

Education, especially higher education, and its links with research and innovation play a vital role in the development of individuals and society, in the formation of qualified human capital and development of active citizens that Europe needs to create job places and ensure the economic growth and prosperity. Thus, higher education institutions are a key partner in the implementation of the European Union strategy to stimulate and sustain economic growth (European Commission, 2011).

Reform of the Higher Education System in Lithuania

Lithuanian higher education institutions also received a substantial change. Higher education governance change allows the universities seek

a more active cooperation with the public, be responsible for their programmes, personnel and resources and become a state higher education policy-maker (Lietuvos Respublikos Mokslo ir studiju..., 2009). Changing conditions affect the functioning of the university that they need to control the strategic direction and the viewing orientation to customer value – management based on the idea of marketing (Smalskys, Patapas, 2008; Viešosios politikos ir vadybos institutas, 2010). The European Union and the OECD, the university supports such models which are oriented towards the practical knowledge for the benefit of society, i.e. oriented towards labour market needs. University which implements these functions is basing its performance on the concept of academic capitalism (Council of the European Union, 2007).

Given the declining state funding streams, there is more emphasis on the university responsibility and moral values rising the role in relations between the university and interested groups (stakeholders). Like other organisations, universities must ensure the balance among all stakeholders in the university. Meanwhile cooperation among the actors, universities shape their own moral standards and norms, taking into account the needs of society and the public interest. Modern transformation of the relationship between society and the university is based on moral principles and corporative ethics (MOSTA, 2009).

In order to answer the challenges of today, Lithuanian society must agree on the general principle of education for their further development and regulations, to link these principles and aims of the individual and community development projection. It can be argued that traditional marketing proceeds through an exchange of the relationship marketing, higher education institutions transform the vision, mission and objectives of the channel toward the customer and understanding their behaviour (Lietuvos mokslo taryba, 2009). This encourages the development of marketing of higher education to change the attitude to the declared and actual value of a functioning system of relations. Long-term relationships with customers from home allow users to know and feel nurtured and evaluate the university values, ethical standards. This is especially important when not only businesses and universities go into the international market. It was the market causes the system is actually installing, but not only declared values. Most importantly – the public (international partners) expects organisations, enterprises; institutions as well abolish the old common distraction between the declared values and realistic fact, the standard and their marketing practices (Nacionalinės plėtros institutas, 2007).

Lithuanian reform of the higher education

system was started in May 2009 and major elements of this reform include:

- voucher system,
- market laws,
- more autonomy to universities.

The new state Law on Research and Studies (which was adopted on 30 April 2009) (Lietuvos Respublikos Mokslo ir studiju..., 2009) obliged the higher education institutions of Lithuania to create the internal Education and Studies assurance systems and to approve the activities quality improvement strategy. The new Statute of Mykolas Romeris University (adopted on 23 July 2009) (Lietuvos Respublikos Seimas, 2009) also states that the university has a Senate-approved Education and Studies Qualification Assurance System based on the regulations of European higher education area study quality assurance provisions and the University Activities Quality Improvement Strategy which foresees ways and means of operation helping to assure the study and education quality provided by the university (Mykolo Romerio universitetas, 2009, 2011).

Recently, a particular emphasis has been placed on application of innovative methods in the study process (e-learning using *Moodle* distance learning environment, on-line support for students and application of on-line evaluation methods etc.). Seminars are being conducted in several flows, so university teachers can choose the most convenient time. The university makes necessary possible efforts to foster development of teachers' qualification at foreign universities, participation in seminars and conferences.

The challenges of Bologna Process remain important to the university. Although a large part of the objectives put forward by Bologna Process have already been implemented, there are still areas that require improvement. University teachers are constantly reminded that lecturing must be oriented towards expected student's learning achievements, skills and competences to be acquired (European Commission, 2009a). The changing roles of a student and a university teacher are underlined: a university teacher is becoming student's partner and organiser of studies, and one ensures the diversity of independent learning possibilities (Integracijos humanitarinių ir socialinių..., 2009; Lietuvos studentų atstovybių sąjunga, 2010).

European mobility programmes also appear to have an important impact on the availability of information on student mobility. Even if student numbers for certain forms of mobility extend far beyond the numbers participating in European programmes, in several countries the only data

that is systematically collected is data required for participation in European programmes (European Commission, 2010c; Council conclusions..., 2010).

Research Methodology on Improvement of Home Management at Mykolas Romeris University

Document analysis method was applied to examine the new trends of universities' development in the EU and Lithuania. For the study, the systematic method of analysis was used. It was searched for links between higher education and labour market, modernisation of universities and global knowledge economy. The analytical method was considered for particular social and management technologies that could be adapted to the higher education institutions. The comparative method analyses the methods of implementation of Mykolas Romeris University strategy.

The working group members of project "Improvement of Home Management at Mykolas Romeris University" have undertaken a SWOT analysis of the MRU. Internal factors are included in the list prepared by the analysis of best practices in foreign universities. After that the political, economic, social and technological factors (PEST) analysis was formed on the external factors (opportunities and threats) list. Statistical methods were applied to the generalisation of Mykolas Romeris University SWOT analysis results.

In the SWOT analysis, the list of internal factors was drawn. It was prepared on analysis of best foreign universities' experience. The list of internal factors was presented for expertise evaluation by project's working group, Mykolas Romeris University Council members and the Faculty Council members.

Results of Research on Improvement of Home Management at Mykolas Romeris University

According to data concerning Mykolas Romeris University, the experts were asked to evaluate two aspects of each of the internal factors: MRU performance in this area compared to its competitors, i.e. other Lithuanian institutions of higher education, rated on a scale from 1 (completely unsatisfactory activities) to 5 (excellent work), the factor the importance of Mykolas Romeris University evaluated on a scale from 1 (completely irrelevant) to 5 (more important).

Factors, operating results and significance of the estimates were higher than 3.5 points, the authors attributed to the project of Mykolas Romeris University strengths. The factors performance of which was assessed at a score lower than 3 and assessment of the score higher than 3.5 assign MRU weaknesses. The remaining factors were not assigned to either strengths or weaknesses to as performance was assessed from 3 to 3.5 points, which means that, in comparison with competitors, MRU performance in these areas is not different.

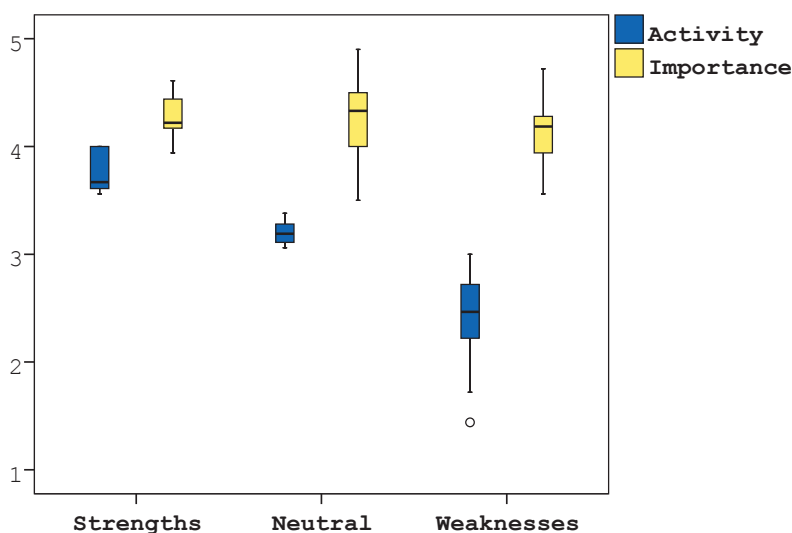


Fig. 3 Evaluation of internal factors

Source: calculations by the authors of the article

Experts at the university strengths classified the following as available to students: the availability of studies, university payment systems, training programmes and the popularity of their orientation

to the market. These were identified as weaknesses: we have foreign students depending on the teacher's ability to integrate into the international space and capacity for change; available audience area of

scientific research reputation, profitability, market orientation and adaptation to the needs of the various forms and other factors.

The analysis of internal factors evaluation (see Figure 3) shows that all factors have been identified as very important (more than 3.5 points), but they are all heading average rating of low because only five factors out of the 48 factors to assign strengths were managed.

After the political, economic, social and technological factors (PEST) analysis, the external factors (opportunities and threats) list has been formed.

The experts were asked to assess the possibilities of two aspects: the possibility of the occurrence probability – measured on a scale from 1 (very unlikely) to 5 (very unlikely), the possibility of attractiveness – measured on a scale from 1 (unattractive) to 5 (very attractive).

Threats have also been evaluated in two aspects: the probability of a threat – measured on a scale from 1 (very unlikely) to 5 (very unlikely), the potential threat of the magnitude – measured on a scale from 1 (visible effects) to 5 (very severe consequences).

The possibility presented by the probability and attractiveness scores above 3.5 was regarded

as significant by the university strategic decisions. Among them the monitoring is included, for example, Lithuanian institutions of higher education revenue structural changes, continuous contests in demand programmes of study, the advantages of EU membership, the EU Structural Funds and other support, information technologies, scientists' exchange programmes and other support. In the Feasibility Assessment presented in Figure 4 it can be seen that the average capacity rating of 3.5 points out of the 25 potential 10 have been identified as a major strategic decisions.

Threats regarding the probability and potential consequence of that are over 3.5 points have been considered as significant for the university strategic decisions. These may include: lack of higher education and research on public funding, unfavourable demographic changes, decreasing the number of potential students, relatively low university teachers' salaries in Lithuania, decreased funding for students' "backpacks", declining household education and education spending, student loan system imperfection, colleges weighting increases, a foreign university branch coming from Lithuanian higher education market and others. Threat Assessment is presented in Figure 4.

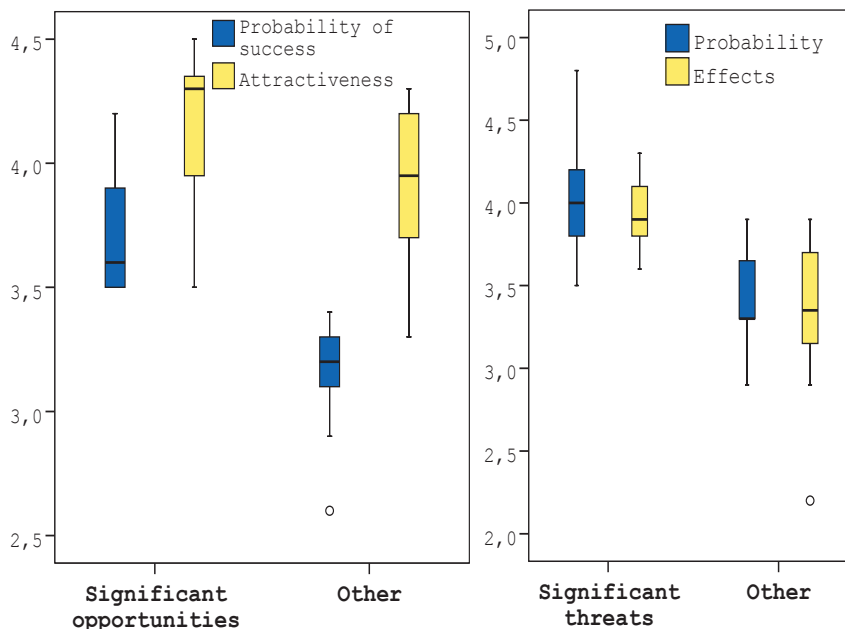


Fig. 4 Evaluation of threats and opportunities
Source: calculations by the authors of the article

It can be seen that most of the important factors require the legal regulation of the university management process.

According to analysis and others factors, the draft of a new strategy of Mykolas Romeris University

was presented (Mykolas Romeris universitetas, 2010).

Strategy effect for students:

- Knowledge of the highest international standards;

- Acquired speciality's competitiveness in Lithuania and international markets;
- Increased access to flexible tuition fees, technical and technological facilities;
- Human values-based educational environment;
- Full-fledged and interesting life of a rich social and cultural environment.

Strategy effect for university teachers and staff:

- Designed right conditions to reveal the highest level of professionalism;
- Implementation of the stimulus package and the reasons allowing the competitive sense in Lithuania and foreign labour markets;
- Powered human and academic values of a community-based environment;
- Ensured social security.

Conclusions

Significant demographic, economic and political changes required by the European Union and Lithuanian to improve management practices in higher education. In the European Union over the last five years there have been a number of programme documents on the higher education reform. Accordingly, in 2009 the higher education reform started in Lithuania, the new Law on Education and Science was initiated. World and Lithuanian Higher Education Area should change and allow innovation to university internal management. Competition in higher education, new challenges have arisen due to the fact that the universities adjust their management. Managerial takeover of the business management techniques, leadership and return criteria, investment, marketing strategies have become commonplace in higher education.

Currently, all the universities are being forced to innovate their management techniques and methods according to the globalisation needs. Since universities cannot stop responding to the challenges of our time, such studies are very important for the development of quality in higher education area. Mykolas Romeris University is among the leading participants in this reform. The new university statute was adopted, accomplishing management changes are in progress. In order to develop a new strategy for the university, the project "Improvement of Home Management at Mykolas Romeris University" started, that has carried out SWOT and PEST analyses and identified internal strengths and weaknesses of the university, external threats and opportunities. The new university strategy has seen a positive impact on students and staff.

Experts at the university strengths classified the following as available to students: the availability

of studies, university payment systems, training programmes and the popularity of their orientation to the market. These were identified as weaknesses: we have foreign students depending on the university teacher's ability to integrate into the international space and capacity for change; available audience area of scientific research reputation, profitability, market orientation and adaptation to the needs of the various forms. Opportunity presented by the probability and attractiveness scores above 3.5 was regarded as significant by the university strategic decisions. Among them is the monitoring, for example, Lithuanian institutions of higher education revenue structure changes, continuous contests in demand programmes of study, the advantages of EU membership, the EU Structural Funds and other support, information technologies, scientist exchange programmes and other support. Threats to the probability and potential consequence of that are over 3.5 points were considered as significant for the university strategic decisions. These may include: lack of higher education and research on public funding, unfavourable demographic changes, decreasing number of potential students, relatively low university teachers' salaries in Lithuania, decrease in funding for students' "backpacks", declining household education and education spending, student loan system imperfection, a foreign university branch coming from Lithuanian higher education market. It can be seen that most of the important factors require the legal regulation of university management process.

The implementation of a new strategy of universities should ensure for students the highest international standards of knowledge provision, competitiveness of acquired speciality in Lithuania and on international markets, the increased availability of studies, a flexible whole of premium, technical and technological means, studying environment based on human values, full-fledged, interesting and meaningful socio-cultural living environment. The right conditions to reveal the highest level of professionalism should be created for university teachers and staff, implementation of incentives and motives package that allows feeling competitive on Lithuanian and foreign labour markets, designed environment based on human and academic values ensuring social security.

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Universitetų valdymo tobulinimo teisiniai aspektai

Santrauka

Globalizavimo procesai, žinių visuomenės plėtra pakeitė universitetų veiklos sąlygas ir kelia jų valdymui naujus reikalavimus. Naujus reikalavimus universitetams kelia suinteresuotosios grupės – patys studentai, darbdaviai, valstybės institucijos ir apskritai visa visuomenė. Žinios ir technologijos tapo svarbiausiu ekonominės ir socialinės plėtros veiksniumi. Konkurencija aukštojo mokslo srityje, nauji kilę iššūkiai lėmė, kad universitetai pertvarko savo valdymą. Europos Tarybos nuomone, aukštojo mokslo institucijos turi didžiulį mokslinį ir edukacinį potencialą, tačiau jis nepakankamai naudojamas ekonomikos valdymo procesams, visuomenei ir verslui. Vadybiniai, iš verslo perimti valdymo metodai, lyderystė, atsiperkimumo kriterijai, investicijos, marketingo strategijos tapo įprastu reiškiniu aukštajame moksle. Į universiteto valdymą stengiamasi įtraukti daugiau suinteresuotų grupių, išryškinama bendradarbiavimo su visuomene ir verslu reikšmė. Universitetai tampa tiesiogine nacionalinės inovacinės sistemos dalimi, pajėgia itin prisidėti prie krašto ekonomikos pažangos. Lietuvos aukšto mokslo institucijos taip pat sulaukė esminių permainių. Vienas svarbiausių strategijoje *Europa 2020* iškeltų švietimo tikslų – pasiekti, kad iki 2020 m. aukštąjį arba lygiavertį išsilavinimą įgytų 40 proc. jaunuolių. Šiuo metu aukštąjį išsilavinimą turi tik 26 proc. visos darbo jėgos. Pagal mokslininkų skaičių, ly-

ginant su visa darbo jėga, Europos Sąjungos (toliau – ES) vis dar atsilieka: čia 100 darbuotojų tenka 6 mokslininkai, o JAV ir Japonijoje – atitinkamai 9 ir 11. Žinių ekonomikai reikia žmonių, kurie būtų įgiję tam tikrų įvairiose srityse pritaikomų gebėjimų, darbo su informacijos ir komunikacijos priemonėmis įgūdžių, būtų kūrybiški ir lankstūs, gerai išmanytų pasirinktą sritį. Švietimas suvokiamas kaip vienas kertinių ES vidaus politikos ramsčių. Europos aukštojo mokslo erdvės kūrimas yra sąlyga didinti Europos aukštojo mokslo institucijų patrauklumą ir konkurencingumą. Atsižvelgiant į dabartinės pasaulio tendencijas aukštojo mokslo ir studijų srityse, Europos Komisijoje ir ES šalyse narėse įsivyravo nuostatos, kad reikalingos esminės reformos, kurios padėtų Europos aukštajam mokslui ir studijoms sėkmingai konkuruoti globalizacijos ir žinių ekonomikos sąlygomis.

1999 m. priimta Bolonijos deklaracija numatė pagrindinius tikslus, principus ir gaires, siekiant sukurti bendrą Europos aukštojo mokslo erdvę. Tikslai, kurie buvo laikomi svarbiausiais kuriant Europos aukštojo mokslo sistemą pasauliniu mastu nebuvo tiesiogiai nukreipti į universitetų valdymo sistemų pokyčius, tačiau tų tikslų turėjo įtakos šiems pokyčiams. 2007 m. Londono komunikatas patvirtino norą sukurti vieningą Europos aukštojo mokslo erdvę, o 2009 m. Liuvono komunikatas įpareigojo univer-

sitetus siekti studijų tarptautiškumo ir sudaryti sąlygas studentų ir dėstytojų mobilumui. Europos aukštojo mokslo erdvėje prioritetu išlieka mokslo ir studijų kokybė. Pagrindiniais aukštojo mokslo institucijų valdymo įgyvendinimo principais turi būti mokymasis visą gyvenimą, socialinė dimensija, sąsajos tarp mokslinių tyrimų, inovacijų ir studijų, aukštojo mokslo skaidrumas ir tinkamas finansavimas. Visos šios deklaracijos ir komunikatai sudarė sąlygas Europos universitetams ir kitoms aukštosioms mokykloms siekti bendradarbiavimo kuriant jungtines programas, kurti dėstytojų, mokslininkų ir studentų mainų programas. Studentų, akademinio ir administracinio personalo mobilumas yra Europos aukštojo mokslo erdvės kūrimo pagrindas. ES remia tokį universiteto modelį, kuris orientuotas į praktines žinias, naudingas visuomenei, tai yra, orientuotas į darbo rinkos poreikius. Aukštosios mokyklos dėstytojai veikia kaip viešojo sektoriaus organizacijos darbuotojai, tačiau taiko verslo vadybos metodus.

Aukštojo mokslo valdymo pokyčiai sudaro sąlygas, kad universitetai siektų aktyvesnio bendradarbiavimo su visuomene, būtų atsakingi už savo programas, darbuotojus ir išteklius, o valstybės taptų aukštojo mokslo politikos formuotojos. Kintančios universitetų funkcionavimo sąlygos rodo, kad joms būtinas strateginės krypties valdymas, o vertinant orientavimosi į klientą poreikio kontekste, grindžiamas marketingo idėja. ES ir OECD remia tokį universiteto modelį, kuris orientuotas į praktines žinias, naudingas visuomenei, t. y. orientuotas į darbo rinkos poreikius. Universitetas, kuris realizuoja šias funkcijas, remiasi akademinio kapitalizmo koncepcija. Turint omenyje mažėjančius valstybinio finansavimo šaltinius, vis labiau akcentuojama universitetų atsakomybė ir kylantis moralinių vertybių vaidmuo santykiuose tarp universiteto ir suinteresuotų grupių. Būdami tarpusavio bendradarbiavimo subjektais, universitetai formuoja savo moralinius standartus ir normas, atsižvelgdami į visuomenės poreikius ir viešą interesą.

Švietimas, visų pirma aukštasis mokslas, ir jo sąsajos su moksliniais tyrimais ir inovacijomis atlieka gyvybiškai svarbų vaidmenį užtikrinant pavienių asmenų tobulėjimą ir visos visuomenės vystymąsi, formuojant kvalifikuotą žmogiškąjį kapitalą ir ugdant aktyvius piliečius, kurių Europai reikia, kad galėtų kurti darbo vietas, užtikrinti ekonomikos augimą ir gerovę. Taigi aukštojo mokslo institucijos yra labai svarbios partnerės įgyvendinant ES strategiją, kuria siekiama paskatinti ir išlaikyti ekonomikos augimą. Šiuo metu visi universitetai priversti modernizuoti savo veiklą, diegti pažangius vadybos metodus vidaus

valdyme, atsižvelgdami į globalizacijos poreikius. Kadangi universitetai negali neberegaguoti į laikmečio iššūkius, tokie tyrimai tampa labai svarbūs kuriant kokybišką aukštojo mokslo erdvę. Naujo požiūrio universitetų strategijos įgyvendinimas turi užtikrinti, kad studentams bus suteiktos aukščiausius tarptautinius standartus atitinkančios žinios, įgyta specialybė bus konkurencinga Lietuvoje ir tarptautinėse rinkose, studijos bus labiau prieinamos dėl taikomos lanksčios mokymų sistemos, techninių ir technologinių priemonių visumos, žmogiškosiomis vertybėmis grindžiamos studijų aplinkos, visapusiškai įdomios ir turiningos sociokultūrinio gyvenimo aplinkos. Dėstytojams ir darbuotojams turi būtų sukurtos aukščiausio lygio profesionalumui atskleisti tinkamos sąlygos, įgyvendintas stimulų ir motyvų paketas, leidžiantis konkurencingai jaustis Lietuvos ir užsienio darbo rinkoje, sukurta žmogiškosiomis ir akademinėmis vertybėmis paremta bendruomeninė aplinka, užtikrintas socialinis saugumas.

Siekdama atsakyti į dabarties iššūkius, Lietuvos visuomenė turi susitarti dėl bendrųjų švietimo principų bei tolesnės jų plėtotos nuostatų, susieti šiuos principus ir nuostatas su norima asmens ir bendruomenės raidos projekcija. Galima teigti, kad tradicinis marketingas, keisdamasis į santykių marketingą, transformuoja aukštojo mokslo institucijų viziją ir misiją bei nukreipia tikslus vartotojų ir jų elgsenos pažinimo link. Tokia marketingo raida skatina aukštąsias mokyklas keisti požiūrį į deklaruojamą ir realiai funkcionuojančių vertybių sistemų santykį. Ilgalaikiai santykiai su vartotojais leidžia vartotojams iš vidaus pažinti, pajusti ir įvertinti universitete puoselėjamas vertybes, etikos normas. Tai ypač svarbu, kai ne tik verslo įmonės, bet ir universitetai išeina į tarptautines rinkas. Būtent rinkos sistema priverčia iš tikrųjų diegti, o ne tik deklaruoti vertybes. Projekto „Vidaus valdymo tobulinimas Mykolo Romerio universitete“ darbo grupės nariai atliko šio universiteto SSGG analizę. Vidinių veiksmų sąrašas parengtas išanalizavus gerąją užsienio universitetų patirtį. Atlikus politinių, ekonominių, socialinių ir technologinių veiksmų (PEST) analizę, buvo suformuotas išorinių veiksmų (galimybių ir grėsmių) sąrašas. Straipsnyje pateikti analizės rezultatai rodo, kad dauguma reikšmingų veiksmų reikalauja teisinio universiteto valdymo proceso reglamentavimo. Tyrimas atskleidė, kad sėkmingas valdymo tobulinimas glaudžiai susijęs su teisinės bazės tobulinimu.

Reikšminiai žodžiai: aukštojo mokslo valdymo reforma, universitetas, darbo rinka, SSGG analizė, teisė.

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