

Autonomie univerzit - je ohrožena?

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Reforma terciárního vzdělávání a návrh věcného záměru zákona

- Bílá kniha – různost modelů řízení
- Věcný záměr zákona – podstatné přesuny pravomocí z akademických senátů na správní rady se členy vně univerzit
- Nepřímý vliv politické sféry
- Ústupky po kritice přípravy, nicméně stále v podobě, která v budoucnu umožní snadný posun směrem k politickému ovlivňování

Problémy (ohrožení?)

- Věcný obsah autonomie
- Mezinárodní závazky

Úloha autonomie univerzit

- VŠ vzdělávání není ani zdaleka pouze službou vykonávanou pro stát
- Základní zdroj rozvoje znalostí a vědeckého poznání
- Rozvoj společnosti
- Kritické myšlení
- Dlouhodobá perspektiva, nikoli jen krátkodobé politické cíle

- Mezinárodně ceněné univerzity jsou instituce s vysokou mírou autonomie (existují výjimky, nezpochybují však tuto obecnou pravdu)

Obecně uznávané oblasti akademické autonomie

- Operační autonomie
- Finanční management
- Řízení (governance)
- Studijní programy
- Specializace ve výuce i výzkumu
- Personální otázky, včetně výběru vedení
- Vnitřní struktura
- Rozhodování o charakteru samosprávných činností (shora dolů/zesponu nahoru, šíře zapojení akademické obce, atd.)

Vztah univerzit a veřejné sféry

- Činnost univerzit musí být nezávislá na politických a ekonomických zájmech:
 - šéfové firem ve správních radách
 - akademické protekce pro členy správních rad
 - podpora jmenování politických přátel
 - konflikt zájmů s jinými institucemi
- Financování by mělo být prováděno s velkou úrovní agregace a malými detaily; finanční kontrakty mezi univerzitami a státem mohou autonomii výrazně omezovat

Odpovědnost univerzit

- Odpovědnost za svou činnost směrem k veřejnosti
- Odpovědnost za rozvoj společnosti
- Vlastní odpovědnost vzhledem k akademickým disciplinám
- Akademické svobody
- Těmto úkolům mohou dostát jen plně autonomní akademické instituce

Boloňská deklarace a odkaz na Magna Charta Universitatum

„Universities' independence and autonomy ensure that higher education and research systems continuously adapt to changing needs, society's demands and advances in scientific knowledge“

„Nezávislost a autonomie vysokých škol zajistí průběžnou adaptaci systému vysokoškolského vzdělávání a výzkumu na měnící se potřeby, požadavky společnosti a pokrok ve vědě“

“Academic freedom and university autonomy”
Parliamentary Assembly Recommendation 1762 (2006)
(adopted by the Committee of Ministers on 26 September 2007 at the 1005th meeting of the Ministers' Deputies)

„Autonomie univerzit leží v základech evropské akademické tradice.“

Democratic culture plays a major part in achieving the Council of Europe's core objectives. In addition, **academic freedom and university autonomy are the cornerstones of Europe's academic heritage.** They are key values in the Bologna Process leading to the establishment of a European Higher Education Area by 2010 and were therefore also covered in the Action Plan adopted by the Third Summit of the Heads of State and Government of the Council of Europe.

Figure 2.2. Institutional governance bodies in public and government-dependent private higher education, 2006/07

	Executive head	Academic body	Decision-making body	Advisory/Supervisory body
BE fr	Rector	Academic Board	Educational Management Council	Administrative Council
BE de	Director	Academic Council	Management Board	
BE nl	Rector (Executive Board)	Academic/Scientific Council	Governing Board	⊗
BG	Rector	Academic Council	General Assembly	Controlling Board
CZ (a)	Rector	Academic Senate		Board of Trustees
CZ (b)		School Head		⊗
DK	Rector	Academy Council		Board of Directors
DE (a)	Rector	University Board	Senate	Governing Board
DE (b)	Director	Conference	Dual Senate	Governing Board
EE (a)	Rector	Council		Board of Governors
EE (b)	Rector	Council		Advisory Body
IE (a)	President/Provost	Academic Council	Governing Authority	
IE (b)	President/Director	Academic Council	Governing Body	
IL	Rector	Senate		⊗
ES	Rector	University Senate	Governing Council	Social Council
FR	President	Academic/Scientific Council/Council of Studies and University Life	Administrative Council/Board	⊗
IT	Rector	Academic Senate		Board of Governors
CY	Rector	Senate	Council	

Solely internal stakeholders
 Internal and external stakeholders
 Solely external stakeholders
 Body does not exist
 (*) Body is not mandatory for all HEIs

Figure 2.2. (continued) Institutional governance bodies in public and government-dependent private higher education, 2006/07

	Executive head	Academic body	Decision-making body	Advisory/Supervisory body
LV	Rector	Senate/Academic Assembly		Convention of Advisors (*)
LT	Rector	Senate/Academic Council		University/College Council
LU	Rector	University Council	Governing Council	
HU	Rector	Senate		Financial Board
MT	Chancellor/Rector	Senate	Council	⊗
NL	Rector magnificus	Executive Board		Supervisory Board/Main Representative Advisory Board
AT (a)	Rector	Senate	University Council	
AT (b)	Erzherzog	Collegium	Board of Trustees (*)	
PL	Rector	Senate		Council (*)
PT (a)	Rector	University Senate	University Assembly	
PT (b)	President	General Council		Administrative Council
RO	Rector	Senate		⊗
SI	Rector	Senate		Managerial Board / Council of Trustees (*)
SK	Rector	Academic Senate		Board of Trustees
FI (a)	Rector	Senate		⊗
FI (b)	Rector/Maintaining Organisation	Polytechnic Board/Maintaining Organisation		⊗
SE	Vice-Chancellor	Senate	Governing Board	
UK	Vice-Chancellor	Academic Board/Senate	Governing Body/Council	Court (*)
IS	Rector	Senate		⊗
LI	Rector	Assembly/Senate		Council
NO	Rector	Senate (*)		Board

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Source: Euroguidance

Zjevné problémy

- Nepřiměřený tlak na vnější aktéry v rozhodovacích pozicích
- Malá reflexe skutečných problémů v současné struktuře řízení (efektivita? výsledky? relevance?)
- Skutečná motivace je stěžejní, než snaha o vyšší míru vnějšího ovládnání vysokých škol
- Ústupky v pravomocích i způsobu jmenování správních rad nemusí mnoho znamenat – následná změna jejich parametrů novelami je snazší, než změna celého systému

Nic nového ...

- William Rainey Harper, první prezident University of Chicago (University and Democracy, 1899):

'The three birth-marks of a university are ... self-government, freedom from ecclesiastical control, and the right of free utterance. And these certainly give it the right to proclaim itself an institution of the people, an institution born of the democratic spirit.'

Citace podle J. Jafaba: Reforming Systems of Higher Education ...
Education, Citizenship and Social Justice 2008: 3, 85

**Figure 2.2: Institutional governance bodies
in public and government-dependent private higher education, 2006/07**

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Source: Eurydice.

Additional notes

Belgium (BE fr, BE nl): Government-dependent private universities define their own institutional structure, which differs from university to university. The governance structure is commonly based on representation of all staff categories, students and external stakeholders.

Belgium (BE de): The Figure refers to governing bodies for the *Autonome Hochschule*.

Czech Republic: (a): The Figure refers to ISCED level 5A institutions. **(b):** The Figure refers to ISCED level 5B public tertiary professional schools. For tertiary professional schools that are school legal entities, there is also a Board that fulfils the functions of decision-making and advisory bodies.

Germany: (a): The Figure refers to universities. In some *Länder*, the University Senate and Council are replaced by a single composite central body that combines the functions of both decision-making and academic bodies. **(b):** The Figure refers to professional academies (*Berufsakademien*). The Dual Senate consists of representatives of the academy and representatives of the companies that take on trainees.

Estonia: (a): The Figure refers to universities. **(b):** The Figure refers to institutions of professional higher education.

Ireland: (a): The Figure refers to universities. **(b):** The Figure refers to institutes of technology.

**Figure 2.2 (continued): Institutional governance bodies
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SI	Rector	Senate		Managerial Board / Council of Trustees (*)
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Source: Eurydice.

Additional notes (continued)

Luxembourg: Information not verified at national level.

Malta: The Figure refers to governing bodies for the University of Malta.

Austria: (a): The Figure refers to universities. **(b):** The Figure refers to Universities of Applied Science (*Fachhochschulen*). The Rector is the Chair of the Collegium but not the executive head of the institution. The Rector and the Collegium are both involved in the decision-making process. The *Erhalter*, the body that sustains and steers the institution, is usually an association, a foundation, or a limited corporation. Not all *Fachhochschulen* have a supervisory body.

Portugal: (a): The Figure refers to universities. **(b):** The Figure refers to polytechnics.

Finland: (a): The Figure refers to universities. **(b):** The Figure refers to polytechnics.

United Kingdom (ENG/WLS/NIR): The court has limited powers and exists in some institutions only.

United Kingdom (SCT): The court is the governing body of the pre-1992 universities.