

## AN ATTEMPT AT SUMMARY<sup>101</sup>

Research work on university management in Poland against the Bologna Process requirements and recommendations on the part of the European Union, which has been carried out since the year 2000, got extended beyond the borders of the country. In 2012 the universities of the Ukraine, the USA, Russia, Germany, Algeria and Poland were included in the research project financed from the economic surplus of the Department of Applied Economics of the Jagiellonian University. University students along with academic staff in the rank of professors and doctors from those universities which joined the project filled in a questionnaire “Nothing new without us”. The research results were summed up at an international scientific conference “Pro quality restructuring of university management”, which took place at the Jagiellonian University in June 2012. The present monograph, *Current Problems of University Management*, which was compiled after the conference, comprises the analyses made by the participants on the current problems of university management. Some of the papers present the results of the survey conducted among students and academic teachers.

The co-authors of the present collaborative monograph point out that the most important tasks to be completed by universities of all the countries included in the research project are the following:

- pro quality restructuring of university management;
- the elimination of all forms of the existing pathology among the founders, university staff, PhD students and undergraduates;
- continuous improvement of the quality of education measured by its effects after graduation, and confirmed in the graduates’ new workplace;
- the development of the young personnel (PhD theses, post-doctoral dissertations) as well as progress in the implementation of research grants and the increase in the quality of publications by university staff;
- creating favourable conditions for the improvement of the scientific and educational standards of the academic teachers;
- ensuring students and academic teachers mobility within the country, Europe and all around the world;

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<sup>101</sup> Tadeusz Wawak, Jagiellonian University, Cracow, Poland.

- ensuring the equality of opportunity in access to university education including the financial side;
- the development of direct scientific and educational co-operation between universities, university staff and students on the national, European and global level;
- the increase in the investment into science and education on the part of the state, private business and other sponsors;
- ensuring better conditions of work and the rise in salaries of university staff in real terms;
- granting more autonomy for university financial management; encouraging universities to self-finance their development;
- encouraging universities to diversify their financial sources and to intensify their search for new financial means without lowering the quality of the provided research, educational and consulting services;
- the implementation of the requirements adopted by the Bologna Process and the recommendations of the European Union in all universities in the scope of: science, higher education as well as education at lower levels and the so-called life-long learning;

It is noteworthy that the problems universities have to cope with nowadays are very similar, although the level of importance of the particular issues varies. That is why there is a vast plane for the direct co-operation between the staff and students as well as collaboration of all university authorities; not only those who took part in the said research. Bearing this in mind, the representatives of Polish and Ukrainian universities have decided to prepare and implement a “EUROUNIVER 2014” project entitled: “The problems of the implementation of the Bologna Process decisions and the recommendations of the European Union in the sphere of pro quality restructuring of university management and the improvement of the quality of education”. On the Ukrainian side, the universities of Kiev, Simferopol, Lviv, Tarnopol and Bila Tserkva (Biala Cerkiew) have volunteered to take part in the project. The professors from the universities of Kraków, Lublin, Wrocław, Poznań and Gdańsk have joined the project on the Polish side.

Research results reveal that some universities, on issuing a diploma, check whether a student gained all the credits as required in the curriculum, passed his/her examinations and submitted a Bachelor’s or Master’s thesis; but they are not interested in the ethical, intellectual or general level of the graduate or in their ability to make use of their knowledge in practice. Universities carry out a selective, quantitative, but not qualitative, educational evaluation. That is why we have so many university graduates with high grades who are underprepared for professional life, and for life in general. The reasons for this situation are embedded in the following<sup>102</sup>:

- the existing university system;
- the flawed educational model embracing managers, economists, commodity experts and IT specialists;

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<sup>102</sup> T. Wawak, S. Wawak, *The polemical voice on the quality of education on the example of economics*, “The Problems of Quality” 2001, No. 10, p. 26.

- inappropriate educational plans and curricula;
- specialist knowledge and ethical standards of academic teachers;
- the style of university management and education in state and private universities;
- the quantitative approach to the evaluation of scientific research and educational results of academic teachers;
- the quantitative approach to evaluation of students' results;
- the impact of the immediate and distant environment of the future graduate; e.g. a graduate in Economics;
- the system of values and forms of behaviour acquired in primary and secondary school as well as at home.

The quality of university education is the effect of synergy of the participating agents, that is the university itself and the students. The quality of university education is affected by the following factors in the given order:

- university scientific staff and academic teachers;
- educational programmes and study plans;
- university management;
- organization of studies and the applied methods;
- the equipment; in particular: libraries, lecture rooms and laboratories;
- the environment; among others: the legal rules and competition.

On the part of students, the quality of education is affected, first of all, by:

- the level of student's determination to study;
- student's natural aptitude and talents;
- family situation;
- the scholarship system;
- financial situation;
- student's health;
- the environment, the legal system and competition.

The progress of the European integration and the development of the European Area of Higher Education imposes a demand for fast and steady:

- adjustment of the quality management and the quality of the services provided by universities to the growing demands of the European market;
- the ability to bring in fast changes as well as understanding and full acceptance of the need for flexibility by university staff;
- the awareness among university managers that people will find it easier to adopt flexibility when they know that this attitude will bring about the improvement of their situation;
- teaching team work to university staff, as it enables the improvement of the quality of work; its current adjustment to the demands of the market and the introduction of delegating in management, allowing staff at all levels to get involved in the decision-making process;
- personal development of university staff, extension of their knowledge, skills and competence, including the managerial skills.

The European integration is accompanied by the globalization of the problems with quality on the worldwide scale. This brings about the need for continuous improvement of the quality of university management. It happens because globalization:

- is characterized by the strong activation and the flow of goods, the capital and workforce on the global scale, the development of transport, communication, telecommunications and fast information flow in the media; it results in confrontation and friendly relations between countries;
- requires pro quality management restructuring in all the organizations in order to adjust production to the qualitative requirements of the competitive global market;
- requires well-qualified managerial staff which will take up the qualitative challenge imposed by the domestic and international market of research and educational services today;
- assigns new tasks for universities, whose implementation requires a radical increase in the quality of management and raising managerial qualifications of the decision makers in universities.

The implementation of tasks in the scope of pro quality restructuring of university management requires the introduction of the Total Quality Commitment principle – TQC:

- top university management initiates action in the sphere of quality control carried out with the participation of all the organizational units and the staff;
- grassroots teams for the improvement of the quality of work on the university, faculty and institute level become the driving force for quality improvement;
- the recognition of effectiveness of quality control and making use of the data to streamline the quality at every level of university management;
- uncompromising introduction of the “quality first” principle in universities and subordination of all the decisions to the TQM requirements;
- encompassing all the staff in the quality management process in universities.

Summing up, we can clearly state that:

- it **is not** the aim of pro quality restructuring of university management to create new organizational structures and units in universities; the real aim is to activate the staff and involve them in the university development;
- pro quality decisions are closely linked with the level of knowledge of all the university staff who make up the intellectual capital. That is why the improvement of the quality of management imposes the demand for extending knowledge and rendering it available;
- the level of knowledge of the university authorities may not be used to the full, even when the transformation of hidden knowledge into explicit knowledge and its popularization is efficient, which will bring a negative impact upon the quality of university management. This happens when the managerial inventions disregard the advantageous pro quality solutions to the undertaken decisions;
- universities and their faculties must start the preparation of the overall pro quality management restructuring programme, whose initial point must be:

- irrevocable abandonment of the traditional model in favour of the new managerial model, up to the standard of the 21<sup>st</sup> century;
- the continuous search for their strong and weak sides, which will instantly turn into either success or failure;
- universities and faculties must be managed by professors; eminent specialists in their field who are at the same time excellent professionally-qualified managers. We are awaiting fast evolutionary transformations following in the footsteps of transformations in economy, e.g. in metallurgical industry or health service in Poland.

Pro quality university management restructuring requires that top university management and faculty management:

- encourage all their employees to treat Total Quality Management (TQM) seriously, as a philosophy to be adopted in all organizational university units;
- including organizational resources (the staff, libraries, the capital, IT systems) in the full and general application of TQM principles in university organizational units;
- initiate tedious, laborious process leading to changes in the university culture. They should start the process of pro quality transformations themselves; only then should they move on to managing the pro quality management restructuring process in universities;
- ensure overall effectiveness in the implementation of TQM principles in universities, in co-operation with all the stakeholders.