



*Pravni i organizacijski aspekti
integriranog sveučilišta*



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$\infty \neq \uparrow \Rightarrow \exists \rightarrow u \leftrightarrow \uparrow \uparrow \downarrow$



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Remember: you shouldn't be surprised that a fig tree produces figs... a good doctor isn't surprised when his patients have fevers, or a helmsman when the wind blows against him.

Marcus Aurelius Meditations

Zapamti ne bi trebao biti iznenađen time što drvo smokve rađa smokve... Dobar doktor nije iznenađen time što njegov pacijent ima groznicu ili pak kormilar što mu vjetar puše u provu

*Marcus Aurelius
Meditations*



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Sveučilišta su zapravo uvijek počivala na osobnom vodstvu i samoupravi. Stoljećima. Zato smo ih i zvali zajednicama.

U industrijskom društvu ona postaju instrumenti prosvjećivanja i institucionalizacije znanstvenog istraživanja te otuda i logika specijalizacije i podjele, instrumentalne efikasnosti i društvene korisnosti.

OD ZAJEDNICE PREMA ORGANIZACIJI →



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“In a more specific terms, it is first important to note that status on the faculty of a university gives the scientists a clearly institutionalised role with all its concomitants. In terms of modern organization in the occupational field, it gives him both a source of remuneration..and the market for his products through putting him in relation to students and professional colleagues and providing or encouraging publication channels for his work. It provides him by and large with the increasingly necessary but expensive facilities for his work..By giving him an orthodox occupational role it gives ..an acceptable status in the society ..university .. serves to protect his freedom to carry out function in the face of forces in the society which tend to interfere with it.”

T.Parsons, The Social System, 1951,343



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“There is a limit to what education can do for development unless it is strongly supported by other modernizing influences. Almost any kind of education will bring at least a few benefits to a modernizing country... But in the last analysis, education will upset traditional life at the same time it helps to lay down foundations for a new way of life...Not all of the effects will contribute directly to economic improvement nor should they to do so. The best assurance for a stimulating and constructive educational system is to surround it with society that has vigorous impulses toward change and initiative. **Schools alone are weak instruments of modernization; but when well supported, they are powerful.**”

A. Anderson, The Modernization of Education



Fundamental shift in the relationship
between the state and higher education

“It was once the role of Governments to
provide for the purposes of universities; it
is now the role of universities to provide for
the purposes of Governments”

Sir Howard Newby, (Chief Executive of HEFCE)

Jan 2004



The study of administration should start from the base of management rather than the foundation of law...

L.White, The Administrative Machine 29

Administration= University



“dalekovidni upravljač .. reorganizira kako bi razbio sklerotične hijerarhijske odnose da bi razbio ustaljene kategorije ...**najveći broj organizacija tako je ustrojen da rješava probleme koji više ne postoje..**, reorganizacija jest, i mora biti, stalan proces, a ne traumatični događaj koji nas zadesi jednom u životu. Preobrazba organizacije nužna je neizbježna reakcija na ubrzanje mijene”

A.Toffler, Šok budućnosti



POSDCORB

- **Planning.** Working out in broad outline the things that need to be done and the methods for doing them to accomplish the purpose which is set for the enterprise.
- **Organizing.** The establishment of the formal structure of authority through which work subdivisions are arranged, defined and coordinated for the defined objective of the organization.
- **Staffing.** The whole personnel function of bringing in and training the staff and maintaining favorable conditions of work. Both qualitative and quantitative.
- **Directing.** The continuous task of making decisions and embodying them in specific and general orders and instructions and serving as the leader of the enterprise.
- **Coordinating.** Interrelating the various entities and processes of the work.
- **Reporting.** Keeping those to whom the executive is responsible as well as subordinates informed through records, research and inspections.
- **Budgeting.** Fiscal planning, accounting and control.
- Luther Gulick, *Papers on the Science of Administration*



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Henri Fayol, Lydal Urwick, and Luther Gulick believed that adherence to a core set of management principles would help organizations achieve optimum performance in working toward their goals.

- **The principle of division of labour, for example, allows workers to develop expertise in performing particular tasks. In contrast, charging employees with a wide variety of unrelated duties inhibits the development of expertise.**
- **The principle of unity of command cautions against directives coming from too many superiors because conflicting signals could arise and lead to confusion among employees.**
- **A third principle, span of control, dictates that superiors should oversee a limited number of subordinates rather than a large number of subordinates. Monitoring and mentoring the work of subordinates is a less daunting task when the number of subordinates is small but becomes more difficult when superiors are charged with overseeing a large number of individuals.**

Management scholars claimed that the implementation of these and related principles would result in organizations characterized by an almost mechanical efficiency, where relations between superiors and subordinates are clearly defined, workers specialize in particular areas and have clearly defined roles within organizational hierarchies, and organizational resources are used in the most efficient manner possible.



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In a classic article titled “The Proverbs of Administration” Herbert Simon (1946) presented a thorough critique of the principles of management approach (see also Waldo 1948). According to Simon, the principles of management were vague and plagued by contradictions. With regard to the principle of specialization, for example, Simon pointed to the vagueness and ambiguities involved in applying this principle in a real-world setting. Specialization might be defined by place or location, with one employee addressing multiple tasks in a particular organizational unit. Conversely, specialization could be defined in terms of function, where individual employees in a particular organizational unit each concentrate their energies on performing one specific task.

Regarding unity of command, Simon argued that this principle contradicts the principle of specialization.

Specialization allows employees to develop expertise in particular subject areas, yet if these employees are subject to directives from superiors in other parts of the organization who have no expertise in these areas, the benefits of specialization may be squandered.

In short, Simon argued that for each principle of management, contradictory principles existed that made just as much, if not more, sense as guidelines for how to manage organizations.

Simon=s critique was viewed as devastating, and the principles of management school of thought quickly fell out of favour to be replaced by a research focus on the decision making processes of individuals in organizations.

Organizacija: Veličina i broj jedinica

	Broj jedinica	Broj studenata	Broj nastavnika
Zurich	7	23.000	4.400
Munster	7(+4+5)	40.000	13.000
Madrid	8	29.000	2.200
Graz	8	22.000	2.100
Oslo	8	11.000	1.200
Amsterdam	7	23.000	2.107
Beograd	32(?)	78.000	2.500
Ljubljana	22	55.000	5.600
Sarajevo	23	47.000	1.640



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We can speculate that differences in knowledge permit or perhaps require the use of larger spans of control. Students are heavily dependent on teachers for instruction; this is not a relationship among peers. A relatively large span of control (e.g., 15+), therefore, is possible, but the size is subject to limits. In such a circumstance, smaller spans of control permit greater individual instruction and thus higher levels of output.

In the relationship between teachers and administrators, the knowledge advantage is with the teacher. Teachers have authority and autonomy over their own classrooms with little direct supervision. **Principals ideally are facilitators rather than managers.** In such circumstances,

larger spans of control are not only possible but there may be no practical upper limit.

The relationship between central administrators and campus administrators, in contrast, links two functions that are very similar. Neither type of administrator has a technological or knowledge advantage; interactions are likely occur on those aspects of the job that cannot be routinized. Spans of control in such circumstances are likely to be smaller. In good organizations, there are unlikely to be practical limits to increasing this span of control if superiors are willing to delegate. In poor organizations, an upper limit on spans is quite likely. **Both Gulick and Simon were right, and also wrong. Simon is correct that there was no single correct span of control; it varies at different levels of the organization and in different organizations. Gulick is also correct that smaller spans of control are better when the superior has information and skills advantages over the subordinates. Small spans of control facilitate the mentoring and teaching process.**

K.Meier,J. Bochte Span of Control And Organizational Performance



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This study confirmed the enormous diversity in national funding structures. It also points out, on one hand, a relative stagnation of the national R&I budget, and on the other, a significant increase in university expenditure on R&I since 1995. It also identified that interdisciplinary cooperation, interdisciplinary research, centres of excellence and doctoral education are considered to be the main future priorities for universities to develop at the European level.



The answer is partly money, but also culture change. Universities have a huge asset base. This needs 10-year plans, clear corporate decisions, and secure Finance. Increasingly, the finance will not come from government.

HEIs with big problems may have to rationalise or take hard decisions.

Jim Port EUA Spring Conference 2006 Financial sustainability of universities: the OECD/IMHE study and current UK experience



Pravni aspekti

It is logically or historically fit to begin with law as a model with *university* viewed as, or through, a legal system. Thus viewed, university appears primarily as a complex of legal norms or framework of rights and obligation... The law proper are the concrete image in such person's mind when he approaches university

D, Waldo, Perspectives on Administration 29

Administration= University



AUTONOMIJA

- **Autonomija pojedinca – ECHR**
 - **Autonomija Fakulteta**
- **Autonomija Sveučilišta**



***Funding strong universities: an institutional
perspective***

Alan Gilber

European Universities Conference

Hamburg 30 March-1 April 2006

***1.a substantial degree of institutional
autonomy; and***

***2.a strategic commitment to increasing
financial self-reliance***



Sredstva i načini

Equifinality is the principle that in open systems a given end state can be reached by many potential means.

“Any particular structure may have many functions, and any function may be fulfilled by alternative structures or processes”

(Gresov/Drazin)



Integracija i samostalnost

Integracija i samostalnost su dva aspekta iste stvarnosti. Integracija je nužno, razumno i produktivno učestvovanje u zajedništvu.

Samostalnost je odgovornost za posebne i zajedničke interese, stvaralački razvoj znanstvenih područja i grana bez zatvaranja, sebičnosti i marginalizacije.



Centralizacija i decentralizacija

U svakoj organizaciji i u njenoj društvenoj okolini stalno su na djelu snage i u smjeru centralizacije i u pravcu decentralizacije ...
... Shvaćajući pokretnost suprotnih tendencija, nećemo u odnosu između centralizacije i decentralizacije tražiti konačna rješenja.



Centralizacija i decentralizacija

A nećemo ni očekivati mirovanje. Okolnosti u kojima djeluju centripetalne i centrifugalne snage u organizaciji stalno se mijenjaju i stoga se točka njihove dinamičke ravnoteže stalno pomiču. Fluktuacija je neprestana.

E.Pusić, Nauka o upravi, 145