



CONTENTS OF THE EUROPEAN CLASSICAL MODEL OF ACADEMIC AND FINANCIAL AUTONOMY PRINCIPLES

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Article history:	Abstract:
Received: 8 th February 2022 Accepted: 6 th March 2022 Published: 20 th April 2022	The article analyzes the views on the structure of governing bodies of higher education institutions in Europe in assessing the level of organizational independence and institutional capacity. Opinions are given on the activities of the decision-making body and advisory bodies, which are the main governing bodies of higher education.
Keywords: Academic Autonomy, Financial Autonomy, Institutional Autonomy, Education Management, Personnel Autonomy, National Agency,	

INTRODUCTION

Today, European countries use a two-tier system of university management, rather than the traditional unitary system. At the same time, the autonomy of European universities varies from approval to appointment of senior officials. If universities are funded from different sources, they will have more freedom in hiring staff. In countries where universities are state-funded, there is a low level of governance autonomy.

Academic autonomy is an integral part of institutional autonomy, which is determined by the ability of higher education institutions to carry out their activities without the need to follow the instructions of the supervisory body or obtain permission [1]. Thus, educational institutions that have full power in making decisions about their activities can be considered autonomous. In this case, any restrictions, rules or requirements imposed on educational institutions by public authorities are contrary to the principles of autonomy.

MATERIALS AND METHODS

According to scholars who have studied education management, there are three forms of institutional autonomy: organizational, financial, and academic [2]. Determining the independent criteria of academic autonomy and the number of students considered in this section is determined by the capacity of the educational institution, the distribution and planning of curricula, the organization of mechanisms to monitor the quality of the educational process and guarantee scientific freedom for faculty [3]. Academic freedom implies the scientific and pedagogical activity of a scientist or professor free from pressure and any persecution, and in order to facilitate the process of creating and disseminating knowledge, first of all, the scientific freedom of members of the academic community is ensured [4]. The academic community, in

turn, seeks to create and disseminate knowledge without compromising its position, freedom, and well-being. Academic freedom is not a privilege, but a right that allows the academic community to seek the truth, ask critical questions, and define social dogmas. Academic freedom allows higher education institutions to independently determine what and how to teach in the assessment of student knowledge, who has the right to teach and study, and what criteria to use.

Academic autonomy is determined by the ability of universities to make independent decisions about the student body, academic curricula, as well as mechanisms for monitoring and ensuring the quality of the educational process. If the ability to decide on the number of places is important for the organizational structure and financial capacity of the university, the freedom to determine the rules of admission to them ensures the quality of curricula and the interests of students [5]. The basis of scientific freedom is the ability of university professors to determine the methodological and reasonable content of curricula. This approach allows the university to carry out scientific and educational activities without any external interference. The ability to create curricula for specialties allows universities to update and improve curricula to meet the needs of students and the labor market. This makes it possible to assess the level of academic autonomy in higher education institutions around the world.

RESULTS AND DISCUSSION

External members are also involved in the form of two-tier governance used by many European higher education institutions today. Decisions of external members are as binding as decisions of internal members. External members are involved in the management of universities with a two-tier system. Many European universities today also aim to increase the number of management stakeholders with external



stakeholders integrated into smaller decision-making bodies. European universities, which have gained more autonomy, are moving to the practice of appointing rectors with strategic management experience and outside the academic field. The independent selection,

appointment and dismissal of vice-rectors, as well as the decision on the term of office, are not fully formed in all European higher education systems and its legal basis is not guaranteed.

The autonomy of higher education in Western countries includes: агиларни ўз ичичига олади:

Includes the right to elect and include external members in the governing body;

Formation of internal structures (faculties, departments, divisions, etc.);

Creation of legal entities;

Develop procedures and criteria for staff selection, dismissal and job descriptions;

Includes selection and distribution of employees (job requirements, selection procedures, salary, conditions of employee incentives and dismissals).

Table 1. Autonomy of university management in Western countries

These indicators reflect the most important aspects of the management activities of universities in administrative, organizational and personnel matters. Independence in decision-making and the recruitment of qualified personnel will ensure the competitiveness of higher education institutions. The transfer of greater powers and decision-making powers to the governing body of higher education institutions (the Board of Trustees) will help to increase the efficiency of the entire higher education system. Because speed in decision-making is the basis for the independence of the internal management system of higher education institutions. The inclusion of external members in the governing bodies is also important, as their participation allows the interests of a wide range of stakeholders to be taken into account in management decisions.

The ability to make decisions about the internal structure of universities has a direct impact on their ability to identify and implement areas of scientific and strategic development. In addition, the creation of legal entities will allow diversifying the sources of funding for higher education.

The ability of universities to independently hire highly qualified teachers based on their own requirements will create conditions for effective

competition in the global environment of higher education. Independent determination of the level of salaries and the conditions for promotion will further increase the ability of the university to attract the most talented teachers and administrators. Thus, the use of the above criteria will allow to develop the basic management capabilities of higher education institutions.

Conditionally, the governing bodies of European universities can be divided into two main structures: two-tier and unitary (joint). In most countries, higher education institutions have a two-tier structure consisting of a Council (collegial governing body) and a Senate. The names of the structures may change, but the Senate, which usually consists of a large number of members, remains unchanged.

The two-tier structure operates in many European countries, and usually the activities of one of the bodies are of a secondary and recommendatory nature. In a two-tier structure, the Council is usually responsible for making decisions on issues of strategic importance, such as the strategic plan, the appointment of rectors and vice-rectors, and the allocation of the budget. The Senate is responsible for academic matters such as curriculum development, awarding diplomas,



and staff service. The members of the Senate are faculty representatives, administrative staff and students, while the members of the Council are internal (faculty, administrative staff, etc.) and external members (heads of joint ventures, ministry representatives, etc.).

The right to independently appoint representatives of the executive management of higher

education institutions is a key indicator of management autonomy. The executive management of the university includes the rector, vice-rectors, the head of the department and the deans of the faculties. In some countries, the composition of the executive board and the requirements for them will be determined by law.

Procedure for electing or appointing rectors of potential European universities

Elected by a special body consisting of faculty, administration representatives and students;

Elected by the governing body (usually the Senate);

Appointed by the University Council (Board of Trustees), which makes strategic decisions;

Appointed in two stages — by the Senate and the Council.

Table 2. Procedure for electing or appointing rectors of potential European universities

The first method by which the rector is elected by a majority vote of a special electoral body with the participation of faculty members, students and administrative staff is the most common in Europe and involves the appointment of the rector by direct election. There is also a practice of appointing a rector by the Board of Trustees in Western European countries. In some federal states of Germany, the rector is elected by the academic community and professors and staff of the university, while in others - by the Ministry of Education. In Norway, universities independently elect a rector. In some Norwegian universities, rectors are elected by the university staff, while in others they are elected by the Minister of Education. As for the requirements themselves, in most of the countries studied, the rector must be either a professor or an associate professor. Only in some countries can the rector represent a non-academic environment. In such countries, the role of the rector will be similar to the role of the CEO of a particular company. In Austria, Finland, Denmark and Lithuania, the rector must have management skills.

In many countries, the term of office of the rector is regulated by law. In some countries, universities

independently determine the term of office of the rector. In most European countries, the term of office of the rector is 4 years. However, in some countries the term of office of an individual as rector is not clearly defined. In the UK, the term of office of the rector is not defined. In many countries, the rector can be re-elected for a second term.

Termination of the term of office of the rector is a key indicator in assessing the effectiveness of the rector's activities. In most countries, the decision to terminate a rector's term of office is made by the appointing authority. In other countries, such a decision is coordinated with the internal competent authorities of the university or the ministry. In Spain, for example, a nominating committee is elected, but the decision to terminate the mandate is made by the HEI Senate. In Bulgaria, the rector is appointed by the general committee, but the decision to terminate the term of office is made by a vote of half of the faculty. In the Czech Republic and Greece, the decision to terminate the rector's powers is approved by the ministry. In Hungary, Poland, Portugal, Sweden and Turkey, the process of terminating the rector's powers may begin by the ministry. In Italy, the rector's term does not



expire until the end of his term. In Lithuania, the rector reports to the Council and the Senate on the work done. After two expressions of no confidence by these bodies, the rector must resign at his own request.

An analysis of the role of the rector in relations with other governing bodies allows a full assessment of the level of organizational autonomy of universities. In addition to the rector, there are two other governing bodies in European universities - the Board of Trustees and the Senate. At the same time, the powers of the former include strategic planning, the appointment of the rector, vice-rector and the definition of goals and objectives of the university. The Senate is responsible for scientific matters.

In European countries, there are two models of the rector's interaction with the authorities. In the first model, the rector is a member of the governing body as a member or chairman with the right to vote. In the second model, the rector is an external member, but is accountable to the Council or the Senate. The first model is used in most European countries. The second model is used in Austria, the Czech Republic, Denmark, Lithuania, Luxembourg, Portugal and Slovakia. In these countries, the rector makes recommendations and reports to the governing body, but does not have the right to vote. In Serbia and Switzerland, the rector is the chairman of the academic Senate, but does not have the right to vote.

Table 3. Comparison of European countries on the level of staff autonomy of universities.

Degree	Country	Ball	Degree	Country	Ball
1	Estonia	100%	15	Iceland	68%
2	United Kingdom	96%	16	Norway	67%
3	Czech Republic	95%	17	Hungary	66%
4	Sweden	95%	18	Portugal	62%
5				Switzerland	95%
6	Finland	92%	19	North Rhine-Westphalia (Germany)	61%
			20		
7	Latvia	92%	21	Turkey	60%
8	Luxembourg	87%	22	Brandenburg (Germany)	55%
9	Denmark	86%	23	Slovakia	54%
10	Lithuania	83%	24	Italy	49%
11	Ireland	82%	25	Cyprus	48%
12	Poland	80%	26	Spain	48%
13	Austria	73%	27	France	43%
14			The Netherlands	73%	28

In the European higher education system, the procedure for dismissal of university staff is usually determined by the competent authority. In Cyprus, for example, higher education institutions do not have the right to dismiss senior teachers at will. The promotion of employees of higher education institutions is also regulated by law. In France, for example, promotion of employees is carried out only on the basis of quotas. Italy will host a nationwide competition. In this group of countries, universities have a relatively large freedom to hire new staff. Universities in Italy and Cyprus have the right to appoint all staff independently. However, in Italy, the appointment of employees is regulated by law. In Spain, new staff must be accredited by a national accreditation agency. In France, universities can only hire new staff on a list drawn up by a commission appointed by the ministry. The total number of professors in France and Turkey is determined by the

competent authority. Thus, the autonomy of universities in this group of countries is significantly limited.

Greece is the only country where the degree of autonomy of higher education personnel is less than 41%. In this country, the number of university staff is limited, appointments to academic (scientific) positions are approved by the competent authority, and appointments to administrative positions are made through the Central System for the appointment of university staff. As university employees are budget employees, their salary levels and dismissal mechanisms are strictly regulated.

One of the important aspects of the autonomy of higher education institutions is the issue of their funding. Funding for higher education affects the amount of salaries and the ability to attract highly qualified personnel to the university. Higher education institutions are limited in their ability to dismiss,



promote, hire, and determine the salaries of their employees. The process of approval by the competent authority for the appointment of new employees in higher education institutions is formal, which affects the adaptation of the university in a competitive environment. Analyzes show that in many countries, employees of higher education institutions do not have autonomy in determining the amount of remuneration of employees because they are budget employees.

Although the indicators of personnel and organizational autonomy of higher education institutions are closely related, the ranking of European universities according to the degree of autonomy in the field of administrative-organizational and personnel activities gave different results. For example, Estonia, a leader in the autonomy of higher education institutions, ranked only fourth in the ranking of universities with greater autonomy in governance.

Table 4. Comparison of European countries on the level of administrative autonomy of universities.

Degree	System	Ball	Degree	Country	Ball
1	United Kingdom	100%	15	Brandenburg	60%
2	Denmark	94%	16	France	59%
3	Finland	93%		Hungary	59%
4	Estonia	87%	18	Italy	56%
5	Germany	84%	19	Spain	55%
6	Ireland	81%	20	Sweden	55%
7	Portugal	80%	21	Switzerland	55%
8	Austria	78%	22	Czech Republic	54%
	Gessen	78%	23	Cyprus	50%
	Norway	78%	24	Iceland	49%
11	Lithuania	75%	25	Slovakia	45%
12	The Netherlands	69%	26	Greece	43%
13	Poland	67%	27	Turkey	33%
14	Латвия	61%	28	Luxembourg	31%

Thus, the United Kingdom is a leader in the field of administrative and organizational autonomy of universities. This means that British higher education institutions can independently determine the internal management structure of the institute, appoint senior officials, and independently determine the composition of management structures.

CONCLUSION

Human resource management in European universities is also an important factor in their efficiency. It would also be useful to study the situation with the freedom of universities in the region to use human capital and the right to make independent decisions. In the developed universities of Europe, there are significant differences in the mechanisms of recruitment, from the selection of staff to the formalization of the process. In most European countries, universities hire researchers independently. In a number of countries, such as Austria or Sweden, the general procedure for selection or basic qualifications for faculty members, open vacancies, or requirements for the composition of a selection

committee are required by law to be published in the press. However, the competent authority in the field of education is not involved in the recruitment process. A number of other European countries have stricter restrictions imposed by the competent authority. For example, in the Czech Republic, Hungary, Slovakia and Greece, the appointment of professors is approved by the competent authority. Although some academic assignments in Brandenburg must be approved by the competent authority, the government may issue an individual decree allowing selection for some higher education institutions. The number of positions in France, Greece and Turkey is regulated by the competent authority for some or all teachers. In Turkey, for example, the Higher Education Council allocates vacancies for a certain number of vacancies in higher education institutions, which then select staff independently. In case of resignation or retirement, the selection for this position is made by the Council of Higher Education. In Denmark, the number of senior professors is theoretically limited. However, higher education institutions do not see this as a limitation, as it allows them to select lower-class employees with



higher salaries. Recruitment of researchers in Spain is carried out among candidates previously accredited by the National Agency for Quality Assessment and Accreditation. In addition, for a full professorship in Portugal, candidates must undergo personal accreditation through a panel, which includes an assessment of the candidate's academic potential. Estonian universities have the right to hire teachers independently, but quality management contracts signed by universities must comply with the provisions. This agreement contains some general recommendations for the selection of professors, as well as rules for the selection of staff for various positions.

In the European higher education system, there are specific features of awarding university professors with the status of "Civil Servant". The term "civil servant" is a group of people who have benefited from government procedures. In some European universities, civil servant status is granted only to certain high-ranking officials (rector, vice-rector and dean). In most countries, university professors do not have the status of civil servants. However, if an employee of a public university is also an employee of another university, he or she will not be given the status of a civil servant.

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