

Bogdanova Margarita Jordanova
prof., PhD
D. A. Tsenov academy of economics
Svishtov, Bulgaria

PROGRAM MANAGEMENT AT THE UNIVERSITY SCIENCE RESEARCH

This paper aims to assess the Program management at the University Science Research Systems and especially the effectiveness of the Science Research Management System at the Tsenov Academy of Economics, Svishtov.

There are several problems with the Science Research Management System. They can be overcome with the implementation of the program approach in the corporate sense of the concept. As a result the Academy can achieve greater maturity in the research management and will attain its academic goals.

The Management System of the higher schools is very important for their performance. The Universities are equally global, national and local player. Creating a good organization that will lead to best outcomes in terms of research impact is a key factor for the competitiveness of these institutions.

The objective of this paper is to deep in the features of the University Science Research Management Systems and especially to explain characteristic of the System at the D. A. Tsenov Academy of Economics, Svishtov. It is one of the oldest higher schools in Bulgaria and has good traditions in economic and management education. Despite of the well established structure, the Science Research Management Systems has developed and improved in the last years, persuading higher effectiveness and performance.

Universities are founded on long histories of well established structures. As is known, the first university (of Bologna) originated nearly 1000 years ago – in 1088. However, science research has been carried out in the universities much later – from 19th century, when emerged the so called German and French model of a university.

The German model, known as a Humboldtian model, has features as freedom of study for students (Lernfreiheit), unity of teaching and research and university autonomy. The most important is that the student teaching is based on the fundamental laws of science and the university education is a student-centered activity of research. The Humboldtian model has a great influence throughout Central, Eastern, and Northern Europe [Anderson, 2004].

The French model replicates to some extent the German organization, viewed through the ideas of Republican ideology. But the French system is characterized by much greater control and prescriptive curricula. It is more centralized and is associated with a restriction of freedom, including in the field of research [Anderson, 2004].

In the 19th and 20th centuries the universities already started to develop science research and the learning became much more practically oriented. Students had the opportunity to do research in laboratories and to make their doctoral theses and research based study preparing to enter the professions [Rüegg, 2004].

Today there are about 10,000 universities globally, with Universities Worldwide [Universities Worldwide 2014] providing links to 9288 universities in 205 countries. Many of these institutions are organized on the western model, i.e. they pursue teaching and research together for society benefit. The universities today are indicator for national and local development [Gospodinov, 2012]. They are a key factor for economic growth and basic circumstance in the knowledge triangle [Parashkevova, 2012] and the knowledge economy.

According to Alan Johnson [Jonson, A. M., 2013, p.41-42], regarding the science research all universities have a basic Academic Organizational Unit (AOU). It can be a department, center, school, college, etc. If there are several AOU, they may make even a faculty or other similar structure. Usually the vice rector or vice president is responsible for the scientific research at the university. But in many times he/she is in charge for research outcomes and outputs, without directly supervising the staff, who do the research. The main reason for that inconsistency is that these AOU have their own budget, which is not under the control of the vice rector.

In most cases the governance of research within the university depends on the national funding and organizational models in place [Jonson, A.M., 2013, p. 43].

D.A. Tsenov Academy of Economics, Svishtov has established traditional management structure of science research. The basic academic organizational unit (AOU) is called Institute for Scientific Research (ISR). The ISR applies a program approach in the science research management. It works according to internal rules (regulations) and it is responsible for development of the University Science Research Strategy and for the implementation of some measures/projects.

There are several major issues in the D.A. Tsenov Academy regarding the management of research. Two of them are:

- lack of a administrative capacity for project management
- poor coordination between the units involved in the management of research projects

In response to the first problem, ISR has developed initiative, based on the program management, in formation of Academic Club "Project Management". It is on a stage of concept design adopted by the university management. The club

will have two types of members: mentors – teachers and researchers with some experience in project management and; trainees – young assistants and doctoral degree students.

The second problem is more directly related to the management of research. Contacts between departments in the Academy are not well regulated, resulting in gaps in the project management at the university level. For example there is no unit to accumulate information on the number of teachers' hours per day. There is no practice of sharing of experience or lessons learned from mistakes so there is no mechanism for prevention of that mistakes in the future work of the temporary teams. All this leads to loss of profits and reduces the efficiency of the implemented projects.

For these reasons ISR has developed concept for coordination in the project management in the Academy, which is under deliberation from the management board now. The concept contains makes explanation of the communication processes, the frequency of meetings, the duties of the individual departments and teams etc. Practically this is expected to improve the average level of science research management – program level.

References

1. Anderson, R. D. (2004) European Universities from the Enlightenment to 1914. Oxford
2. Gospodinov, Y. (2012) Problems of Regional and Municipal policy in Bulgaria's EU Membership. Tsenov Publishing, p. 176.
3. Jonson, A. M., (2013) Improving Your Research Management. A Guide for Senior University Managers, Elsevier, Netherlands
4. Parashkeva, E. (Парашкевова, Е.) (2012) Концепцията за управление на знанието - възможност за повишаване качеството на организационните процеси, Стратегическото и бизнес планиране в икономиката на знанието: Кръгла маса : Сборник от научни публикации - Свищов, 14 юни 2012 г., с. 137-152, Издателство: АИ Ценов, Свищов
5. Rüegg, Walter (2004) A History of the University in Europe: Volume 3, Universities in the Nineteenth and Early Twentieth Centuries, Cambridge University Press
6. D. A. Tsenov Academy of Economics, Svistov, (2014) ISR <http://www.unisvistov.bg/default.asp?page=page&id=195>
7. Universities Worldwide 2014, available on-line at <http://univ.cc/>