

políticas de profesorado que se han ido impulsando (Andradas y González). Al poner sobre la mesa las cuestiones punzantes en nuestro contexto, no podemos evitar mirar hacia Europa, en un doble sentido: hacia la Unión Europea (de dónde procede el impulso para la instauración del EEES) y hacia los países de nuestro alrededor que viven o han vivido situaciones similares y se plantean, también, cómo encarar nuevas necesidades (Poggi).

Los autores que participan en este número están vinculados a la universidad como profesores, con trayectorias intelectuales y profesionales bien diferentes, con perspectivas unas veces más académicas y otras fruto de la experiencia en el gobierno universitario, con visiones contrastadas sobre las prioridades de la institución. Sus aportaciones ofrecen un acercamiento que, sin agotar los temas que interesan sobre la universidad, contribuyen al debate social iniciado. Tenemos la esperanza de que lo que se dice pueda resultar de utilidad a los responsables políticos y a las autoridades académicas.

Con este número se cierra otra etapa de la *Revista catalana de derecho público*, iniciada en 2005. A partir del próximo número sólo se publicará en formato electrónico. El reto sigue vigente: configurar un espacio intelectual donde el derecho público se exprese con la máxima libertad y calidad científicas a la vez que propicie el diálogo entre universitarios e instituciones públicas catalanas. Quiero acabar con un recuerdo agradecido a los que lo han hecho posible hasta ahora, y los mejores deseos para esta nueva etapa.

Foreword

John Henry Newman used to say that all that was required for a university to exist was professors who wanted to teach and students who wanted to learn. At first glance, in view of what the media are usually told about universities, often-times by members of the university community themselves, such an outlook seems to be a reductionist view of universities that overlooks issues such as governance, financing, and even university autonomy. On the other hand, Newman's perspective goes to the very heart of a university's being. It does not make reference to the institution's present, past or future, nor does it speak of its proximity or its distance. To teach, one must study, one must devote hours to researching the subject being taught; this is precisely what distinguishes univer-

sity professors. Since teaching is relational and includes the students, how one teaches is also important, so that students can learn more material and learn it better. In addition, also needed is a social and institutional environment that appreciates what is done at universities and stimulates teachers and students without intrusions that (in the best of cases are the result of a concern for short term performance) might hinder academic freedom. The principle of university autonomy is a response to this aim. Nonetheless, a correlate of autonomy is the responsibility of the university community to be up to the mission that society has charged universities with for centuries.

Today, what our university system is and does is being questioned; important sectors of society are wary of what is being taught and how it is being taught. They distrust the way universities are managed and governed. The financial and social crises that we now face contribute to make the situation worse. And in any event, these crises make a more urgent, and at the same time, a more thought-out response necessary. A hasty response is not what is called for. Routine or simplistic responses that preserve the status quo, which is not exactly satisfactory, at that, serve no purpose.

There are many possible approaches to studying universities. In this special issue we deal with some of the aspects that are most under discussion: the current meaning of university autonomy (Cámara), bearing in mind the ongoing scientific debate and the case law that has been established in our country (Expósito); the search for better governance, or simply, for good university governance (Martínez) and the relations with civil society and public institutions, where the role of university councils has not always been clearly defined (Pons). In his paper, Guerrero links these prior questions to an analysis of the funding necessary for universities. Nor can one overlook the legal problems brought about by the habitual methods of evaluating research (Rodríguez de Santiago), or the implementation of the European Space for Higher Education with respect to teaching (Vidal and Galán *et al*), nor could we fail to observe the successive faculty policies that have been implemented (Andradas and González). In laying out the tough issues that affect the university environment, we cannot do without a glance towards Europe, in two senses: towards the European Union (the source of the impulse to establish the European Space for Higher Education), and towards the countries surrounding it, countries that are experiencing or have experienced similar situations and are also discussing how to address new needs (Poggi).

The authors participating in this special issue are linked to the university environment as professors, with widely differing intellectual and professional trajectories, with perspectives that are sometimes more academic, other times more the fruit of an experience in university administration. They offer contrasting visions on the priorities of universities as institutions. Their contributions make it possible to address the issue in a way that, without exhausting all perspectives having to do with universities, constitutes a valuable addition to the social debate already underway. It is our hope that what is said may prove useful to political decision-makers and academic authorities.

This special issue marks the end of an era at the *Revista Catalana de Dret Públic*, which began in 2005. Starting with the next issue, the *Revista* will appear in electronic format only. The challenge is just as relevant today: to map out an intellectual space where public law can be discussed with a maximum of scientific freedom and quality at the same time that dialogue is promoted between Catalan university personnel and public institutions. I would close with a special word of thanks to those who have made this effort possible, and I wish the *Revista* every success in this new stage of its development.

Présentation

John Henry Newman disait que pour que l'Université existe, il suffisait d'y avoir des professeurs ayant envie d'enseigner et des étudiants ayant envie d'apprendre. À première vue –à la vue de ceux qui ont l'habitude de parler de l'Université dans la presse, souvent les universitaires eux-mêmes, d'ailleurs–, cela semble être une vision réductrice de l'Université qui laisse de côté des questions telles que la gouvernance, le financement, et même l'autonomie universitaire. L'approche de Newman, par contre, va au cœur de la nature même de l'Université. Il ne fait pas référence ici ou là au présent –ni au passé, ni au futur– de l'institution. Pour enseigner, il faut étudier, consacrer des heures à la recherche –ce qui est enseigné– ; et c'est précisément cela qui singularise le professeur d'Université. Comme le fait d'enseigner est relationnel et inclut les étudiants, la manière d'enseigner est importante, elle aussi, de manière à ce que les étudiants apprennent mieux et davantage. Et il faut un environnement social et institutionnel qui apprécie ce qui se fait à l'Université, qui stimule les professeurs et les étudiants, sans intrusions –qui sont dans le meilleur des cas le fruit de la préoccupation pour le rendement à court terme– mettant des