

Prof. Dr. RASTO OVIN, Dean of the DOBA Business School Maribor, Slovenia



Prof. Dr. Rasto Ovin is the Dean of the DOBA Business School. After graduating at the University of Maribor, School of Economics and Business, he finished his MSc at the University of Zagreb, Faculty of economics. In 1986, he successfully defended his PhD. thesis at the University of Belgrade, Faculty of Economics. His dissertation topic was the “Comparison of productivity levels in industries of Yugoslav and Austrian manufacturing”. He absolved his post-doctoral studies in the early nineties in Germany - at the Philipps University Marburg. In the course of his post-doctoral study, he also visited Heinrich-Heine University Duesseldorf, The Kiel Institute of World Economics and Bonn University.

Starting with the position of research assistant at the Maribor Institute of economics in 1972, Prof Ovin became the teaching assistant at the Faculty of Economics and Business at University of Maribor in 1974. In 1998, following his titles of an assistant, lecturer, assistant professor, and associated professor, Prof Ovin obtained tenure as full professor of economic theory and policy. Prof Ovin has held several professional functions at the university, in government as well as in business. He acted as the Vice-Dean, Dean and Vice-rector of the University of Maribor.

He has been a member of advisory boards and bodies of several Slovenian governing boards in the fields of economic policy (strategic councils, Fiscal council), science (national co-ordinator for economic science) and higher education development (expert

of National Agency of Quality in Higher Education), and has been established as a commentator on economic developments by Slovenian media.

His main research field and topics in the course of his career have been productivity analysis, production and export functions of Yugoslav economy, transition, institutional economics, cross-border mergers and acquisitions and modern university development. The bibliography of Prof. Dr. Ovin contains more than 600 publications (mostly articles, popular articles and monographs).

How long has the time for a utilitarian university actually been here?

In the last year we have seen enrolment of the younger generation into the higher education system at about 50% thus causing the percentage from the mid of the 20th Century to be multiplied several times. Once meant for the top 10% or so of talented young students, nowadays higher education has to provide for a population that simply must participate in this level of education – due to rising criteria set by new technologies of production and business. The development of historical types of universities and the differences to obsolete types are an indicator of the appropriateness of higher education for the demands of the labour market as well as of modern society.

The percentage of the young population between the ages of 18 and 24 included in higher education differ among different states – however in Western developed countries the percentage, as a rule, has reached 40% - 50%. In the EU the biggest change to the system was the introduction of the Bologna model in the beginning of the last century. Since in their roots universities have a rule of elitism it is interesting to compare their historical types and try to assess how their characteristics correspond to today's needs. Different types of universities will be discussed in this presentation (the Napoleonic type, the Cambridge type, the Scottish – American type, a non-elitist type of (Tier II) university, the Humboldt type university etc). In Slovenia, as a transition country with a high percentage of young population (50%) entering higher education, the focus will have to change and more effort should be made to finding the right studies for them. This is major focus at the DOBA Business School. The school is trying to allow for the best possible access to knowledge, and that is shown with the fact that the number of tutors is higher than the number of teachers. Other than having a teachers' qualification (which is not only evaluated through compulsory and rigorous nationally prescribed research performance criteria, but also through the fact) they are active and practice in the fields that they teach.