SALZBURG
SEMINAR

UNIVERSITIES PROJECT
FINAL REPORT

1997–2002

For more information

Information and materials about the Salzburg Seminar are available at the Seminar's offices listed below and on the Internet at **www.salzburgseminar.org**. Session descriptions and Faculty listings are updated regularly. Inquiries about the Salzburg Seminar may be directed by email to **info@salzburgseminar.org**.

An online version of this publication is available at **www.salzburgseminar.org/up**.

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SALZBURG SEMINAR

UNIVERSITIES PROJECT FINAL REPORT

1997–2002

The Universities Project is made possible by a generous grant from The William and Flora Hewlett Foundation.

The Salzburg Seminar is deeply grateful to The William and Flora Hewlett Foundation for its sustained support of the Universities Project. Beginning with a planning grant in 1996 and continuing with program funding from 1997 to 2002, the Hewlett Foundation's vision of and commitment to practical discussions on higher education reform have guided the work of the Universities Project.

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Foreword

In 1996, the Hewlett Foundation entered into discussions with the Salzburg Seminar concerning a potential program to address and promote reform in universities and at other higher education institutions in Central/East Europe and the former Soviet Union. Recognizing the fundamental role of these institutions in their societies, and understanding the significant challenges and opportunities faced by universities in Eastern Europe and the former Soviet Union following their transition to democracy and free market economies, the Foundation was interested in finding ways to offer practical and applied assistance to universities in the region as they sought to re-invent themselves in the context of their new realities.

The result was the Universities Project: a six-year commitment by the Hewlett Foundation to the Salzburg Seminar to underwrite a program designed to bring together senior-level university administrators, government ministers, and senior academics from CEE and the former Soviet Union with colleagues from West Europe and North America for practical discussions on university administration, governance, and finance. The purpose of the Project's many sessions in Salzburg has been to establish networks among and between university colleagues from east and west, share best practice models of university stewardship, and re-create the important transatlantic linkages and free flow of ideas concerning universities and their role in civil society that had been disrupted for so long.

In making a sustained commitment to the Salzburg Seminar for this project, the Foundation was mindful of the Seminar's proven record in identifying and convening present and future leaders from around the world, and for forming vital networks among them. From the outset of the Universities Project, the Foundation has placed a premium on practicality–that is, the work of the project, rather than being theoretical and abstract, should focus on applied solutions to real-world problems. The Universities Project has achieved this goal by bringing together those responsible for their institutions to discuss the day-to-day concerns of governing, financing, and managing modern universities. In the six years of the Project, more than 800 individuals from 50 countries have taken part in the Project. In addition, thanks to the additional generous support of the W.K. Kellogg Foundation, the Project added an important site-visit component in 1998 through the Visiting Advisors Program, thereby augmenting the applied nature and essential purposes of the Universities Project.

The Hewlett Foundation is proud to have supported the Universities Project through its history, and believe that our sustained commitment to this important project has had a significant impact in initiating and supporting needed reforms at universities in Central/East Europe, the Russian Federation, and the Caucasus. At the same time, it has had the added but no less important outcome of enhancing the international perspective of many North American university leaders.

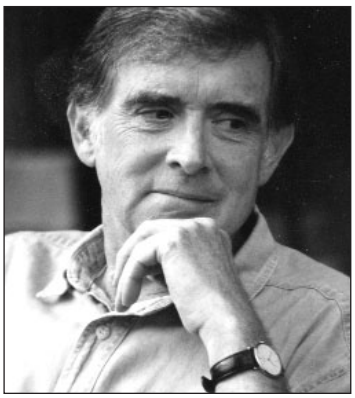
I invite you to learn more about the Project by reading this Final Report.

David P. Gardner, *President (1993-1999)*
The William and Flora Hewlett Foundation
President Emeritus, University of California
Chairman of the Board, The J. Paul Getty Trust

Message from the President and the Director

In many years of work in higher education, few if any projects have been as satisfying as this one. The Universities Project (UP) of the Salzburg Seminar has been a timely, sustained, and effective endeavor. Over its six-year history, it has become an extraordinarily successful vehicle for mutual learning and understanding between North American and European university leaders.

Part of the success of this program has been its practicality. Universities Project symposia have not been scholarly conferences. They have been gatherings of peers from east and west to discuss important issues of common concern. Through symposia in Salzburg and peer visits to universities, higher education leaders from North America, West and East Europe and the Former Soviet Union have established important networks and shared best practices on a wide range of subjects common to universities everywhere. The UP has demonstrated the great value in bringing together people who address these issues, sometimes in dramatically different ways, as they engage in the day-to-day management of their institutions. We have, in short, focused on how to make universities function better, how to make them more responsive to the needs of the several constituencies to which they are responsible, and to establish useful and functional ties among university leaders from Vladivostock west to San Francisco.



All this has been made possible by the visionary and sustained commitment of the William and Flora Hewlett Foundation. The associated Visiting Advisors Program has been made possible by support of the W. K. Kellogg Foundation; that work will continue over the near term. Without the generous and steady support of these two foundations, the Universities Project and Visiting Advisors Program would not have happened. We are also deeply indebted to the many men and women who have been active participants in the Project and whose generosity, expertise, and spirit of volunteerism have contributed so fundamentally to the Project's success. It is our pleasure to provide this final report of the Universities Project to the many people who have participated in the Project over its lifetime and to interested others who are committed to higher education in the 21st century.

SECTION I

Report on the Universities Project

Section I — Contents

Project Overview

22nd Symposium Profile

Project Overview

In 1996, the Salzburg Seminar received a multi-year grant from The William and Flora Hewlett Foundation to explore the feasibility of a major project to focus on the subject of university reform in Central and East Europe and the former Soviet Union. This began one of the most successful undertakings in the history of the Salzburg Seminar.

An advisory committee was convened in the fall of 1996, bringing together prominent men and women in higher education from both sides of the Atlantic and all parts of Europe. The context of their deliberations was in post-communist Central and East Europe (CEE), the Russian Federation (RF), and their neighbors. Universities in CEE and the RF were undergoing rapid modernization. As part of this process, they sought functional ties with western counterparts from which they had been long isolated and with whom they could focus upon best practices and issues important to universities everywhere. The Universities Project was established to help address this need.

Context

By the mid 1990s, the countries of CEE and the RF had been grappling with the enormous changes brought about by the fundamental shifts in their societies following the events of the late 1980s. Universities, like all institutions in the region, had been deeply affected by the transition to democracy and market economies, and were looking to reinvent themselves and in many ways redefine their relationships to their constituencies at the local, national, regional, and international levels. Considerable outside assistance for higher education had come into the region, much of it designed to provide support and exchanges at the student and faculty level. Much less had been done at that point to assist with systemic, institutional reforms of higher education—at the level of institutional administration, governance, academic structure, and finance.

It is against this backdrop that the Salzburg Seminar introduced its Universities Project (UP). With the long-term commitment of The William and Flora Hewlett Foundation, the UP sought to utilize the Seminar's convening capacity to create a forum for sustained dialogue on pertinent issues of institutional reform, and to establish professional networks bringing together university leaders from CEE and the RF with their peers from North America and West Europe.

Methodology

The UP has consisted of two distinct yet mutually supporting components:

1. **Meetings in Salzburg**: a six-year series of gatherings at the Seminar's home of Schloss Leopoldskron in Salzburg. Since 1997, there have been a total of twenty-seven meetings (twenty-four symposia and three plenary convocations).
2. **The Visiting Advisors Program (VAP)**: consultative site visits to institutions in CEE/RF at the host institution's request.

These two components of the Project are integrally linked: the VAP visits, and the issues discussed during the visit to the university, occur as a result of participation at a symposium in Salzburg. Similarly, the discussions, recommendations, and implementations that take place at VAP institutions serve to inform future symposia in Salzburg by informally providing case study material.

This combination of **discussion and network-building** in Salzburg—between senior university representatives on both sides of the Atlantic responsible for the management and

advancement of their institutions—and **site visits** to CEE/RF universities by teams of experienced university administrators to discuss specific issues of institutional reform as identified by the host institutions, has given the Project the applied and practical orientation as envisioned by the Project's funders, staff, and advisors.

(Note: The VAP, generously funded by the W.K. Kellogg Foundation, continues through mid-2004 after the formal symposia of the UP have concluded in March 2003.)

In proposing the UP, the Salzburg Seminar extensively researched previous and existing higher education reform programs, many of them based in Europe, to determine the value-added that a new program focusing on institutional capacity building might bring. In an effort to avoid duplication of effort with already existing programs, the Seminar invited many of the individuals in charge of such programs to join the Universities Project's Advisory Committee (p. 10). Doing so had the dual effect of incorporating the experience of these earlier initiatives and creating a common ground for meaningful cooperation among the various actors.

Guided throughout by the Advisory Committee, the UP has served as a unique and highly effective vehicle for ongoing knowledge exchange among senior university representatives from CEE, the RF, West Europe, and North America. In so doing, the Project has provided a structured framework to:

- Build linkages and partnerships between universities in CEE and the RF with their peers in North America and West Europe
- Facilitate knowledge exchange and best practices regarding academic governance, strategic management, development of human and institutional resources, and other key issues of renewal
- Enhance the leadership capacity of institutions
- Support universities in CEE and the RF in their efforts to become more integrated into the international higher education community
- Expose North American and West European university administrators to the ongoing reform process in CEE and RF higher education
- Foster a sense of shared values and common goals among all participants

From the first plenary convocation held in January 1997 to the concluding symposium in March 2003, the UP will have held twenty-seven gatherings (plenary convocations and symposia) in Salzburg involving more than 800 university administrators and higher education experts from nearly fifty countries (see Section IV for lists of participants and institutions).

Five core subjects have served as the focus of the Project's work:

University Administration and Finance

Academic Structure and Governance within the University

Meeting the Students' Needs, and the Role of Students in Institutional Affairs

Technology in Higher Education

The University and Civil Society

Accomplishments

The Project can point to many tangible and verifiable outcomes resulting from participants' experiences at symposia in Salzburg, VAP site visits to universities in CEE and RF, and the relationship between the two. A partial, but by no means conclusive, list includes:

- Joint projects of various kinds (research, seminars, institutional collaborations) at the individual faculty member, departmental (faculty), and institutional levels; joint research ventures have occasionally produced published articles.
- Dissemination of concepts and tactics learned through the UP to wider audiences (within the participant's institution but also beyond) via print (articles in newsletters and professional association journals) and presentations to colleagues.
- Establishment of new administrative structures at universities (bureaus, centers, offices, programs) to implement concepts learned through the UP.
- Introduction of new courses to universities' curricula on issues such as higher education management, international cooperation in higher education, use of technology, etc., and incorporation of concepts learned via the UP into individual faculty members'

These core subjects were successively framed within overarching themes that represented current and timely issues in higher education and that have included the following:

1998: Institutional Autonomy

1999 and 2000: Globalization and Higher Education

2001: The Social and Civic Responsibilities of the University

courses on higher education management and administration, and pedagogical techniques (teaching evaluation, instructional development, etc.).

- Implementation of recommendations of VAP advisory teams at CEE/RF universities (see Section III, "The Visiting Advisors Program: Institutional Transformation Through Visitation" p. 75).
- A five-year (2003–08) commitment of support from the Russian Ministry of Education to continue the activities of the UP in Russia as part of UP's successor project, the Higher Education Forum.

Perhaps the most valuable accomplishment of the Project relates to its "human dimension": the experience of sharing the same concerns and searching for answers to similar questions. In this respect, all participants, whether from Yekaterinburg, Bucharest, Vienna, or Ann Arbor, learned and profited; and the Project helped establish a common language and perception concerning themes and topics which affect everyone in higher education, albeit under different circumstances. One of the main goals of the Project was to narrow the gap between what used to be conceived as "West" and "East"; judging from the testimonials of the Project's alumni, this goal has been accomplished.

Beyond the Universities Project: The Higher Education Forum (HEF)

It is apparent through conversations with representatives of universities from around the world that the issues addressed over the six years of the UP are not unique to CEE and the RF and are being confronted, albeit in varying cultural contexts, by universities throughout the world. These include issues such as:

- Increasing demand for access to postsecondary education
- Restricted growth of public funding resulting in the need for funding diversification
- The need to create greater efficiency with existing resources
- Devolution of authority and administrative decentralization
- Ongoing professional development for faculty and administrators
- Changing demographics of the student population
- Demands upon, and desires by, higher education to become more responsive to society
- The impact of new technologies resulting in new learning
- Transnational education
- "Virtual" and corporate universities

These and other issues have formed the basis of discussions during UP symposia and visits to universities through the VAP. As a result of the UP/VAP, the Salzburg Seminar has created an effective model for addressing some of the challenges facing universities throughout the world at the institutional and systemic level.

The Seminar proposes to continue its efforts to support higher education reform in CEE and the RF as well as to extend its work to other regions of the world. **This extension of the UP, called the Higher Education Forum (HEF), is designed to apply the model of the UP/VAP, with appropriate variations as needed, to East and Southeast Asia, the Middle East, and Africa**. Interested parties are invited to contact the Seminar for more information about the HEF.

UNIVERSITIES PROJECT ADVISORY COMMITTEE

Central and East Europe

Jaak Aaviksoo, Rector, Tartu University; Former Minister of Education, Estonia

Ladislav Cerych, Director, Education Policy Center, Charles University, Prague, Czech Republic

László Frenyó, Professor of Immunophysiology, Szent Istvan University, Hungary; Former President of the Hungarian Higher Education and Research Council, and of the Hungarian Rectors Conference

Josef Jarab, Professor of American Studies, Palacky University, Olomouc, Czech Republic; Former Rector, Central European University, Budapest, Hungary

Piotr Ploszajski, Head, Department of Management Theory, Warsaw School of Economics; Former Director General, Polish Academy of Sciences, Warsaw, Poland

Jan Sadlak, Director, UNESCO-CEPES, Bucharest, Romania

Russian Federation

Vladimir Vasil'evich Gusev, Chairman, Association of Rectors, Black Earth Region; Former Rector, Voronezh State University

Victor Antonovich Sadovnichy, Rector, Moscow State University

Gennady Alekseevich Yagodin, Rector, International University, Moscow

Vasily Maximilianovich Zhurakovsky, Former First Deputy Minister, Ministry of General and Professional Education, Moscow

US/Canada

Philip G. Altbach, Professor of Higher Education and Director, Center for International Higher Education, Boston College, Massachusetts

Robin Farquhar, Professor of Public Administration and Former President, Carleton University, Ottawa, Ontario

Madeleine Green, Vice President, American Council on Education, Washington, DC

D. Bruce Johnstone, University Professor of Higher and Comparative Education, State University of New York (SUNY) at Buffalo; Former Chancellor of the SUNY system

C. Peter Magrath, President, National Association of State Universities and Land-Grant Colleges, Washington, DC

Daniel C. Matuszewski, Former President, International Research & Exchanges Board (IREX), Washington, DC

Anthony W. Morgan, Professor, Department of Educational Leadership and Policy and Former Vice President, University of Utah, Salt Lake City

Initiatives Resulting from the Universities Project

In addition to the above outcomes, various higher education initiatives have either resulted directly or been influenced by the UP. Below are brief descriptions of a few such initiatives, which demonstrate the multiplier effect of the UP.

1. South East Europe Higher Education Administration Development (SEE-HEAD) Project. A cooperative program between the Salzburg Seminar and the University of Graz in Austria, SEE-HEAD is an international training course designed for current and future SEE university administrators and representatives of ministries of education. Its goals are to provide participants the opportunity to acquire pertinent expertise, exchange ideas with an international peer group, analyze the current state of their institutions, and examine the relationship between universities and ministries of education.

2. Higher Education Management Center in the Russian Federation. Evgeni Kniazev of Kazan State University and a frequent UP participant, is working to establish a new center for higher education management to train current and future Russian higher education administrators using many of the concepts presented at UP symposia. Through the assistance of contacts made at the UP and at IREX, Kniazev received an Eisenhower Fellowship under which he spent two months in the US meeting with researchers and professionals in higher education managers at various universities and training centers.

3. Seminar–Lithuania Relationship. A single visit by a Lithuanian university rector in 1999 has led to numerous and substantially increased contacts between the Salzburg Seminar and Lithuania, including regular participation in core sessions, American Studies Center (ASC) workshops, and UP symposia. In November 2001 an event sponsored by the American Embassy in Vilnius honored the Seminar's Lithuanian alumni.

West Europe

Andris Barblan, Secretary General, European University Association, Geneva, Switzerland

John Davies, Dean of the Graduate School and Former Pro Vice Chancellor, Anglia Polytechnic University, Essex; Professor of Higher Education Policy and Management, University of Bath, UK

Raoul Kneucker, Director General, Scientific Research and International Affairs, Federal Ministry of Education, Science and Culture, Vienna, Austria

James Wimberley, Head of the Technical Co-operation and Assistance Section, Council of Europe, Strasbourg, France

Comments by Universities Project Participants

Below is a selection of comments offered by UP participants about the impact their participation at UP symposia in Salzburg has had on their work in higher education.

The Russian Ministry of Education and dozens of Russian HEIs have cooperated with the Salzburg Seminar for seven years through the Universities Project. The results have been very high and attest to an effective system for the exchange of good practice, targeted consulting, and the quality training of high level Russian university managers with participation of competent experts who are knowledgeable about the specifics of Russian education.

Vasily Zhurakovsky, Former Deputy First Minister, Ministry of Education, Russian Federation

In the ensuing years, I and many of my colleagues have learned from direct experience that the Salzburg Seminar in general and the Universities Project in particular were not only in a class by themselves, but had one of the most decisive external influences upon our university. Unlike other similar institutions, the Salzburg Seminar has always had a coherent policy, which meant not only "launching new projects," but also following their development, analyzing their effects, sharing experience, and disseminating and implementing innovations or expertise.

Dumitru Ciocoi-Pop, Rector, "Lucian Blaga" University of Sibiu, Romania

I was one of the architects, though not a major one, of the California Master Plan for Higher Education in 1960. I am one of the architects for the re-doing (in 2001) of that California Master Plan, and am playing a fairly significant role. The dialogue at the conference has caused me to suggest some changes here in California that I think would be useful and has caused me, perhaps more broadly, to re-conceptualize some thoughts about the nature and

4. **UNESCO–CEPES Relationship**. Through the efforts of Dr. Jan Sadlak, director of UNESCO–CEPES and a member of the UP Advisory Committee, the UP and UNESCO–CEPES have collaborated on issues of common interest. One such effort took the form of a jointly sponsored invitational meeting held April 12 to 15, 2000, at Schloss Leopoldskron on "Ten Years After and Looking Ahead: A Review of the Transformation of Higher Education in Central and Eastern Europe." Information about the meeting may be viewed on the UNESCO–CEPES Web site at www.cepes.ro.

5. **Estonia Project**. At the March 1997 symposium of the UP, Dr. Arno Loessner, senior policy fellow at the University of Delaware's Institute for Public Administration, met a group of senior administrators from Tartu University in Estonia. From those initial conversations in Salzburg, a significant project has evolved with funding from the World Bank's Fiscal Decentralization Initiative. The project has resulted in the establishment of the Saaremaa Foundation, a consortium of Estonian universities. The Foundation, along with the International Union of Local Authorities, is providing training and research to support local fiscal decentralization in Estonia.

6. **Salzburg Seminar Special Session—Higher Education in Emerging Economies: Patterns, Policies, and Trends into the 21st Century**. This July 2001 special session, developed in collaboration with the Carnegie Corporation of New York, the Ford Foundation, The Henry Luce Foundation, and The Rockefeller Foundation, brought together leading higher education specialists and senior university administrators to discuss the evolving nature and role of higher education in developing countries.

7. **Russian Ministry of Education Agreement**. A five-year (2003–08) commitment of support from the Russian Ministry of Education will contribute to the continuation of UP activities in Russia as part of the UP's successor project to the UP, the Higher Education Forum (see p. 9).

variety of university systems in different political, social, and economic circumstances.

Donald Gerth, President,
California State University, USA

The UP brings in the necessary experience and expertise of a very diverse group of university administrators and educators. Discussions, workshops, and seminars undertaken during the course of UP sessions serve as a powerful catalyst. They do not come with ready-made solutions and recipes, but they help all participants to think their own approaches over, to weigh the pros and cons of the experiences of others, and to synthesize approaches to their institutions that best serve their needs.

Jiri Zlatuska, Rector,
Masaryk University, Czech Republic

I was enormously stimulated by the sharing of ideas from colleagues from different countries and continents. It certainly caused me to think afresh, not simply about aspects of university management in my own system, but also about how much more can be achieved by international collaboration in higher education. As a result, I have already incorporated some of what I learned in presentations both here and in other countries.

Eddie Newcomb, Registrar & Secretary,
University of Manchester, United Kingdom

My experiences on the Universities Project have had direct influence on my teaching and research here at the University of Michigan's Center for the Study of Higher and Postsecondary Education. I teach graduate seminars in our doctoral program on organizational and administrative behavior, on institutional research and planning, and on managing change. All have benefited from a broader perspective in which I am able to use the insights and examples of things that are happening in East Europe and the former Soviet Union.

Marvin Peterson, Professor of Higher Education,
Center for the Study of Higher and Postsecondary Education, University of Michigan, USA

The Salzburg Seminar was an extraordinary experience and a unique opportunity to learn about different approaches to the globalization of higher education. In the part of the world where I live, universities are seen as national institutions with almost no intention to offer services to the customers from a wider region. The symposium helped me understand that this trend has to change, the sooner the better.

Dukagjin Pupovci, Executive Director,
Kosova Education Center,
University of Pristina, Yugoslavia

I participated in the Universities Project workshop in 1998 with a group of rectors from Russian universities. The experience both provided an excellent perspective of the challenges faced by higher education in the post-USSR restructuring, as well as established some contacts with their higher education leaders. As follow-up I have stimulated some awareness of these challenges among my colleagues at the National Academy of Sciences, the Association of American Universities, and (because of my close working relationships with its leaders) the Internet2 project, encouraging them to look for opportunities to build stronger interactions.

James Duderstadt, Former President,
University of Michigan, USA

I have incorporated plentiful insights gained from my UP engagements into the substance of my teaching in three graduate courses—"Education Policy," "Organization Theory," and "Management in the Para-public Sector." These insights include new content on such subjects as development management, national–regional intergovernmental relations in higher education policy analysis, and comparative/international perspectives on university administration.

Robin Farquhar, Professor and Former President,
Carleton University, Canada

The topics discussed while I was in Salzburg and the way of analyses and disputes were very stimulating to me. But above all, the atmosphere of the Seminar and the many contacts I have established there made the meeting especially valuable to me. It augmented the feeling that in case of any opportunities in the future, I can be a part of an innovative team to further improve the quality of higher education at both the institutional and systemic level.

Ágnes Sterczer, Associate Professor,
Szent Istvan University, Hungary

The Salzburg Seminar acknowledges with gratitude the generous support of the Austrian government for the Universities Project. In 1998, the Ministry of Education, Science and Culture provided funding for a fourth UP symposium in Salzburg that year; and in 2001, the Foreign Ministry provided funding for VAP visits to universities in Armenia, Azerbaijan, and Georgia.

22nd Symposium Profile

September 17–22, 2002

Academic Career Patterns

Since 1999, the Universities Project has departed from its usual focus on senior-level university administrators by offering one symposium each year targeting the next generation of university leaders. Following is a profile of the September 2002 Young Leaders' symposium to provide a sense of the style and substance of UP symposia.

UP 22 was the fourth symposium of the Universities Project to focus on junior scholars with leadership potential. Eleven Faculty and thirty-nine Fellows from seventeen countries in Europe and North America convened to discuss "Academic Career Patterns," a topic well suited for comparative assessment. Academic careers in most European and North American settings follow a similar pattern from talented graduate student to young professor under the guidance of a senior mentor, to published senior scholar and researcher. However, "success" in this model is not always a matter of ability and commitment. The symposium discussed the pathways, stepping-stones, crossroads, and bottlenecks that rising academics in different countries face.

Four panel sessions reviewed key issues. Academic career patterns have changed in significant ways over the last thirty years. The fact that academics and non-academic staff are civil servants in many countries defines career development. The status of women in academia and measures taken or not taken to redress gender imbalances all have implications for all academic careers. Finally, academia desperately needs administrative and executive leadership, yet the leap from academic to administrator is often almost accidental, even costly to one's academic career, and may take one down an uncertain career path in some countries. This final plenary discussed some steps that can be taken to train, recruit, and create a positive career environment for the next generation of university leaders. An evening fireside discussion focused on the specifics of recruitment.

Peter Magrath, co-chair of UP 22, delivers opening remarks.

The plenary sessions were complemented by four working groups that gave Fellows a chance to delve deeper into issues of their choice, including the heightened tensions and new demands of the academic workplace, the internationalization of academia and the new nomadic scholar, making diversity work, and European trends in academia and the implications of the Bologna process. Working group discussions culminated in a lively and interactive session in which groups of Fellows and Faculty were asked to illustrate what they had learned by building models of the university of the present, the university of the future, the academic of the present, and the academic of the future out of ordinary office materials. The five cardboard, paper, marker, and glue constructions creatively illustrated a common vision of the workplace of the future as a complicated and challenging, yet attractive and stimulating, work place.

Program

Panelists' institutional affiliations may be found in Section IV, beginning on p. 87.

Panel 1: ***The Changing Academic Workplace***
Panelists: Shirley Chater, Robin Farquhar, László Frenyó
Moderator: John Davies

Panel 2: ***Career Trajectories: The Academic Profession between the Civil Service and the Market***
Panelists: Peter Magrath, Hans de Wit
Moderator: Dan Matuszewski

Panel 3: ***The Gender Gap***
Panelist: David Ward
Commentators: Gail Stevenson, Laura Grünberg, Barbara Weitgruber
Moderator: Peter Rose

Panel 4: ***Institutional Responses to Changing Academic Career Patterns: Challenges and Opportunities***
Panelists: John Davies, Pero Lucin
Moderator: Jochen Fried

Fireside Discussion: ***Recruiting for Academic Leadership***
Panelist: Shirley Chater
Moderator: Robin Farquhar

Session Summary
Symposium Chair: Robin Farquhar

Deborah Hirsch makes a point to her colleagues.

Thematic Working Groups

1: ***Academic Workplace: New Demands, Heightened Tensions***
Facilitators: Peter Magrath, Pero Lucin

2: ***Nomadic Scholars? The Internationalization of the Academic Labor Market***
Facilitators: Peter Rose, David Ward

3: ***Making Diversity Work***
Facilitators: Shirley Chater, László Frenyó

4: ***European Trends of the Academic Profession***
Facilitators: John Davies, Hans de Wit

The group of participants that convened in Salzburg for this 22nd Universities Project Symposium was spirited, imaginative, engaged, and enthusiastic. Through smaller group discussions, close friendships and better mutual understanding developed. After the symposium, participants were requested to give feedback on their days in Salzburg. Below are extracts from some of the responses (in alphabetical order by name):

The symposium exposed me to issues in higher education in other countries. It serves as a venue to see that while there are many differences, there are many similarities. Further, I found that the issues I research in the US are applicable to other countries. I hope one day to receive a Fulbright to examine the similarities.

Jerlando Jackson, Assistant Professor, Department of Educational Administration, University of Wisconsin-Madison, USA

The most important conclusion at which I arrived is that an academic career is not only about pushing the frontiers of knowledge. It is not only about the administrative career of successfully managing large institutions. It is something deeply rooted in human contact. Teaching is not only a way to transmit knowledge; it is also a way to show the next generation that we are facing problems and that we are responsible for their solution. Without this role model, higher education is reduced to mere training programs. In my future activities I would like to pay more attention to this.

János Levendovszky, Vice Dean for International Affairs, Budapest University of Technology and Economics, Hungary

After returning from the UP symposium, I applied, with good results, some techniques in my classroom I learned in Salzburg. I think the Salzburg Seminar provides understanding and vision more than simply knowledge. This is its true value and is most useful for careers, for research, for professional relationships, and for teaching.

Dmitry Shulgin, Head, Department of Intellectual Property, Urals State Technical University, Ekaterinburg, Russian Federation

I had given some thought to many of the topics addressed during the symposium, but never before had I considered the complexity of these issues. The symposium, for example, identified the elements of higher education, unveiled the interdependence—and fragility—of its parts, and teased out its international and national dimensions. It provided a fresh venue to look at the "university as a system" and the "system of universities" and it underscored the fact that higher education is much more than any one of its many parts or problems.

Ramon Torrecilha, Executive Vice President, Mills College, Oakland, California, USA

Even though I've spent a lot of time in West European and North American countries, I feel I understand better my colleagues from North America now. That mutual understanding is one of the most valuable things I brought from Salzburg.

Miroslav Veskovic, Head, Institute of Physics, University of Novi Sad, Yugoslavia

Dan Matuszewski, David Ward, Robin Faquhar, Jochen Fried, and John Davies (obscured) create their vision of the university of the future.

SECTION II

Lessons for Exchange, Cooperation, and Transformation

Section II — Contents

Introduction

C. Peter Magrath
President, National Association of State Universities and Land-Grant Colleges, USA

The primary purpose of the Universities Project has been to assist a selected but significant number of universities in Eastern and Central Europe and in some of the countries formerly part of the Soviet Union in adapting and changing—so that they can be effective vehicles for economic and social betterment in the twenty-first century. The premise is that universities at their best can be transforming vehicles, and they can improve the lives of people. The further premise has been that there is no single "model" as to how this should be done in a world of great cultural and national diversity, but that there are numerous models, or at least insights that might be useful and useable, based on the experiences of western universities.

The Universities Project is bold in conception. University reform in any country is extraordinarily complex and difficult because universities are fundamentally conservative institutions. But the Universities Project is also bold because it has been an action-oriented dialogue drawing on a very broad range of university experiences. It has understood the value of sharing perspectives and experiences from radically different backgrounds.

The Universities Project, and its ancillary Visiting Advisors Program, has worked. The first question is why? The answer is that it worked because the intense seminar programs conducted at the Salzburg Seminar focused on universal issues affecting all universities—their civic responsibilities, their financial challenges, their obligation to produce educated men and women for tomorrow's workforce, and the reality that all higher education is increasingly operating in an international common market. Candid discussion, and good arguments, on these and other topics described by UP participants in this report, make the point that the discussions were focused, practical, and valuable especially to those who came from the guest universities as well as those of us who participated as faculty and resource persons.

The programs were great seminars, but they were far more than that: they provided information and learning experiences useful to the rectors and senior academic officers from the participating universities. Not only were they hungry to learn about possible strategies as well as techniques for dealing with the transition from command and control "socialist" economies to market economies and their democratic systems, they were eager to seek advice on how to revivify and improve their universities in their countries so that they could be of greater service to the society and economy of which they are a part.

What is the proof of the success of the Universities Project? As in all things educational that inevitably have long range impact, the answer varies. But there is proof of the Project's success. It exists in the visits and workshops conducted on the campuses of the universities that have had "the Salzburg experience." There are demonstrable significant changes being implemented by the leaders informed, encouraged, and nourished by the Salzburg Seminar experiences.

This is reality, not rhetoric. In my case and that of others who have participated in visits to universities in such countries as the Czech Republic, Romania, and Russia, we have observed changes being implemented. These are making tangible improvements in the educational experiences of students and in the practical services and contributions made by these universities—primarily regional ones—to their communities. Moreover, out of the Universities Project activity there has emerged a large and exciting cadre of university leaders and emerging leaders. These men and women are communicating with each other, sharing common values, and are dedicated, often at a significant personal price, to bringing about change and transformation at their universities. I label this a "reform club" of men and women who cross national boundaries, are committed to needed change, are politically astute, and are in constant communi-

cation with each other—even as they mentor younger professors and academic administrators who will be their successors and the leaders of tomorrow.

I can do no better than to quote from a Russian participant at one of the recent UP seminars: "After the UP Symposium I have already used some Salzburg experience in this field (commercial and educational activities involved in the creation and management of intellectual property). And it works!" This participant went on to say that what he had learned and was applying improved the teaching process. What the Salzburg Seminar had done for him was to give him not just knowledge, but understanding and vision extraordinarily important for careers, for research, and for teaching. Another participant commented that he now really understood both the complexities of the international university market and economy, and that it would be a long while before he could "exhaust all the insights and knowledge gained at the symposium." And he noted that he wanted to stay in touch with colleagues he had met at the symposium so they could work on bringing about needed changes.

We should look at the success of the Universities Project also from the seasoned perspective of the international educational leaders who have been tireless volunteers on its behalf. These men and women—from a cross section of countries and cultures—describe the Project's work in the articles below, articles written specifically for this report on subjects that represent some of the major themes of the UP. They tell a rich tale of how the UP has dealt—in practical ways—with issues of globalization and the need for all universities to address changing student populations and workforce needs.

The authors also provided advice on such key questions as the civic and regional responsibilities of universities and their financial and governance challenges—all in the context of the need for strong leadership by their rectors and key executives.

I conclude with a personal comment. In over four decades of involvement with universities on the practical and executive side, the Universities Project has been one of the two reform and change activities with which I have been associated that has been truly effective in accomplishing many of its key objectives. And it is the only one—bold and ambitious as it was in conception—that in the international arena has met, and in many cases exceeded, the expectations of its proponents and the generous donors who have made it possible. ❑

Reflections on the Universities Project Russian Program

Vasily Zhurakovsky
Russian Federation

The history of Russian higher education institutions' (HEIs) participation in the Salzburg Seminar's UP began in 1997 when leaders from the Ministry of Education and fifteen universities from different Russian regions took part in the first two symposia. At the beginning, there was both mutual interest in the UP, as well as different understandings of the mission and responsibilities of universities as institutions of civil society connected with both the state and with society, and of the active position of universities in the real life markets for educational services and labor.

The Russian higher education structure, formed under a command-administrative system and planned economy and undergoing a systemic crisis, actively sought entrepreneurial opportunities. Russian institutions were forced to pay attention above all else to the search for resources, sometimes to the detriment of the quality of education; to their mission as centers of education, science, and culture; and indeed, to the strategic interests of the region and the institution itself.

The design of the symposia and the direction of future research, discussion, and consultation that was developed in 1997 by a core group of experts have been completely vindicated by progress in the UP's tasks. Discussion of the role of universities in federal and regional development in the context

of globalization, and of the problems of effective university management in conjunction with elements of skills upgrading, training, and consulting, facilitated the creation of a group of thoughtfully effective Russian university leaders. These leaders came not only from HEIs in Moscow and Saint Petersburg, but also from regional HEIs, whose role in the economic and social development of their respective regions grew noticeably.

It is particularly important to note the effectiveness of the VAP program, which began in 1999 with work in Novosibirsk, Kazan', Petrozavodsk, and Yekaterinburg, and expanded to encompass all of Russia from Vladivostok and Yakutsk to Moscow and Novgorod. The VAP program has led not only to concrete and positive change in the work of regional HEIs, but also to the creation of a unique association of foreign and Russian university leaders at various levels. These people have come together in an understanding and mastery of contemporary strategic management methods adapted to the complex conditions of Russian university life and its interactions with the state and civil society.

In an environment of global crisis in education, most Russian rectors who participated in the Salzburg Seminar became leaders in the effective reform of Russian higher education. Among the institutions that have been able to implement a development strategy are Tomsk, Kazan', Novgorod, Petrozavodsk and Far Eastern State Universities, Novosibirsk and Kazan' State Technical Universities, Saint Petersburg Law and Economics University, and others. Non-state universities in the startup phase have particularly benefited from the association with and support of highly qualified consultants in the framework of the Salzburg Seminar.

Another positive result of the UP is the success of many participant HEIs in setting up contacts with international organizations. These were facilitated not only by personal contacts with leaders and representatives of organizations that regularly participate in the Russian symposia, but also by Russian university leaders' increased knowledge and skills in fields such as technology, university management, and the procedures for project activity. It is not accidental that much of the participant institutions' success was achieved with substantial support from the World Bank, Open Society Institute (Soros Foundation), and IREX, as well as from various foundations, grants, and programs, all of which were competitively awarded.

In an environment of global crisis in education, most Russian rectors who participated in the Salzburg Seminar became leaders in the effective reform of Russian higher education.

The Russian Ministry of Education and dozens of Russian HEIs have cooperated with the Salzburg Seminar for seven years through the Universities Project. The results have been very high and attest to an effective system for the exchange of good practice, targeted consulting, and the quality training of high level Russian university managers with participation of competent experts who are knowledgeable about the specifics of Russian education.

With the aim of making the body of positive outcomes and the potential that already exists in the UP more widely available, I would consider it purposeful to:

1. Use the present framework of the design of the UP to continue its work by reaching out to the leading non-state institutions and to institutions with specific profiles like pedagogy, medicine, transport, arts and culture, and agrarian studies. Quality control, human resources issues, the organization of innovation, student participation in university administration, and the particularities of the management of university complexes must all become priorities for joint research, the exchange of experience and good practice, and consulting and skills upgrading.
2. With the participation of the Ministry of Education and Russian and international organizations, develop a program for the dissemination of results of the UP, as well as of other Russian and international projects, for the further enrichment of experience and better skills upgrading of university managers at various levels in the regions, so that they may address the problems of the modernization of Russian higher education. ❑

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The Universities Project: Looking for the Bridge

Jaak Aaviksoo
Estonia

The collapse of the Soviet empire was a major turning point in global history. Balances of the world started to shift and the final outcomes are still unclear. One thing, however, is clear—the former adversaries of the East and West are becoming closer. Universities as cradles of the future play, without a doubt, a significant role in this long-term process. Therefore the Universities Project also has an historic role to play, fully in accordance with the traditions of the Salzburg Seminar and the aspirations of its founders.

Let me take a look at this Project from a bridge—Tartu, Estonia. In 1798, the Russian Czar Paul I, being afraid of the spreading of the ideas of the French Revolution to Russia, prohibited Russians from studying in foreign universities. He also decreed that a university should be reopened in Tartu where a Swedish university had been founded in 1632, but which was closed down by Peter the Great when the Russians conquered the Baltic provinces. The university was reopened in 1802. It was named *Kaiserliche Universität zu Dorpat*, German was the language of tuition, and its professors were drawn mainly from German and other Central European universities. Its mission was, *inter alia*, to bridge the Russian and European higher education areas and to foster the development of the whole Russian university system. Tartu University acted as such over the next decades until Petersburg and later Moscow took over.

Now, almost two centuries later, we witness again a bridging of two higher education cultures, although in a totally different global setting. The UP has provided a unique and, without a doubt, most fruitful atmosphere for this dialogue. Russian universities have gone through a remarkable, although controversial, development and constitute today a powerful system of higher learning. At the same time, they face huge challenges in the process of major socio-economic restructuring taking place in Russia. American universities, together with their West European counterparts, are the leaders of global higher education. The universities in Central and East Europe act as a link between these two huge areas—in part carrying the same historic academic culture as their western neighbors, and in part sharing the same Soviet legacy as their Russian friends. Over five years we have been party to a tremendous development to which the UP has made a major contribution. I would like to divide this development into three different stages: overcoming mistrust, opening up, and joint action. Let me reflect on these separately.

Overcoming Mistrust

It is a fact that the Cold War confrontation left us a deep-rooted perception of the world as divided into *we* and *they*. Part of that was, and still is, a conscious understanding of the differences; a much larger part, however, is an unconscious division of the reality between our known, friendly, and predictable world or home, and the unknown, unfriendly, and unpredictable alien camp. We started in these two camps sharing a cautious willingness to better know each other. We believed that we are very different—our universities are different, our problems are different, our interests are different, and our values are different. We tried to believe that we are not enemies, but we were convinced that we had to go our own way and we were not so sure if our new friends were not willing, consciously or unconsciously, to impose their truths on us. We spoke the same words, but the language was different. During the breaks between sessions we grouped geographically and nationally in the wonderful Schloss Leopoldskron and Meierhof building, as well as outside in the park. With interest we listened to how a western university works and what problems they face, being unable (or even willing?) to relate it to our own problems. "They don't understand us and our problems" was a common perception. I recall an emotional statement: "What we are talking about—the annual budget of the Harvard University alone is bigger than the budgets of all Russian universities put together." As a matter of fact, it might well be true; as a description of the level of understanding, it was precise. But we met and talked to each other in the splendid atmosphere of the Salzburg Seminar. Some colleagues kept coming and gradually the mistrust waned—unknown gradually became known, unpredictable became more predictable, unfriendly became friendlier. With the waning mistrust, tensions also relaxed.

Opening Up

Gradually we discovered that the problems we face are very much the same—assuring the quality and relevance of our programs, developing effective and efficient management methods, challenges of

the information society, etc. The seminars became livelier and the debates acquired strength and content. The breaking of ice was most clearly made evident by our moving from arguments emphasizing our strengths to questions and inquiries aimed at solving our problems and overcoming weaknesses. An understanding emerged between us that the systems of higher education are different because they have developed under very different external conditions. We realized that both systems have performed well and adapted to their particular environments and that most of our experiences are only to a limited extent transferable. Something that looks natural and even inevitable might not work under other circumstances. Something that looks strange or even unacceptable might work well in other places. What a great relief it was when we discovered that, at the core, our universities and we ourselves are very similar. With this understanding, numerous new avenues opened. Seminars and, even more importantly, discussions during the breaks and leisure time gradually became useful and much more practical—the somewhat alienated atmosphere full of hidden tension changed to a much more relaxed and creative environment that benefited both sides. We were ready for practical steps.

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Working Together

The UP has always brought together senior university leaders with the aim to exchange views on issues of common interests in order to benefit both sides. But it was clear we could do more to promote mutual understanding and advance higher education in our countries. From this understanding the VAP was born. Building on the trust achieved and the sharing of common academic values, numerous visits of colleagues to Russian universities to advise the rectors on questions of their choice were started. I can well say it has been a great success. The number of Russian universities interested in these collegial visits on one hand, and the friendly, cooperative atmosphere surrounding the visiting advisors in the respective universities on the other hand, proved that a qualitatively new level of cooperation had been achieved. It was a great experience for the westerners to visit the universities in Russia. Not only the metropolitan great centers of higher learning, but also remote regional universities like the Yakutsk State University, I had the privilege to visit when they invited and hosted us. For many visitors it was an eye-opener to be at the place and see what an effort it has required to maintain and even advance academic standards in Russia in these times of great change. The dedication of all our academic colleagues in Russia, notably the dedication of the rectors, has impressed us all deeply. At the same time the seminars in Salzburg have drawn new participants into the dialogue, largely encouraged by word of mouth information about the UP.

From Now On

There is a great and ever growing demand for higher learning in Russia nowadays. It is also clear that the problems Russia and its universities face in responding to this demand can only be solved by Russia itself. On the other hand, it is also clear that the international academic community can greatly help the universities in finding a suitable solution. Great work has been done so far by the UP and the VAP of the Salzburg Seminar. I would like to thank most heartedly the main sponsors of the programs—The William and Flora Hewlett Foundation and the W.K. Kellogg Foundation—for their contribution, as well as all the officers and staff of the Salzburg Seminar for their commitment so far.

It is clear that we are moving fast towards a global higher education space. We represent different traditions, we have different starting positions and initial momentum; some of us are already world players, some fight for survival. The challenges that our universities face today are big. Let me, at this particular point, express my view on these challenges. There is no way to win alone—we need the global experience to respond to the global challenge. It can only be done if we continue to work together.

I am happy and thankful that the UP has offered us a chance to do so and that I have had the privilege to be part thereof. ❑

Jaak Aaviksoo is Professor and Rector of the University of Tartu, Former Minister of Education in Estonia, and a member of the Universities Project Advisory Committee.

Higher Education and the Local Community

Dennis O'Brien
USA

The earliest seals of universities showed a student and a teacher; not until the sixteenth century did buildings appear as emblematic of the university. It is worth speculating what the seal of a globalized university might portray: a computer screen? Speculation about what will symbolize the future, taking into consideration the past, is important because it is more than possible that both the earlier symbols will be judged hopelessly anachronistic in Global U. If so, there will be significant loss to the function of universities.

Rejection of the early symbols in light of globalization is obvious. No longer can the university be defined by its buildings and locale; the student is as likely to access the Internet as engage in dialogue with a teacher. The pattern of de-localization and de-personalization is already prevalent in the globalized business world. One might expect higher education to follow suit.

My own experience in the Universities Project suggests that following these globalizing trends to their ultimate conclusion would be detrimental to higher education and the function that universities can play in the societies in which they are located. The two institutions that I visited in Bulgaria and Belarus were keenly aware of their place in a world of higher education beyond their borders. At the New Bulgarian University in Sophia there was a conscious effort to create an educational culture more in conformity with Western European and American models than the "authoritarian" pattern that was prevalent in the country for many years, reinforced, of course, by the Communist period. In Belarus, which continues to struggle with the vestiges of authoritarianism, the Belarussian State University had just adopted degree programs which would bring their educational structures more in tune with those of the European Union.

What is interesting in both of these cases is that "globalization" of the local institution, i.e., looking abroad for models of higher education, was deeply rooted in *local* needs. If there would be a proper slogan, it might be: globalization for the benefit of the locale. The paramount value of globalizing the institution was that it granted it a measure of autonomy within the society. This autonomy, in turn, was seen as a way for the university to better serve the national interest beyond the dictates of some government ministry or the internal stultification of a self-enclosed academic culture. By pointing out that the prevailing model was out of step with global models of excellence, the individual institutions were given a lever for positive change.

…though local institutions will continue to look globally for models of excellence, they should resist evaporation into global institutions. The saying in the U.S. that "all politics is local" should apply to universities: "all higher education is local," a further reason for being wary of globalization.

The ability to adapt to more powerful models of education is a direct benefit; the indirect benefit is that the university as a locale—a place with buildings and live students and teachers—becomes a significant part of the fabric of civil society within the state. In some cases, the university may be the prime exemplar of civil society. Civil society names that great range of intermediary institutions which stand between the state and the individual. Without *institutions of civil society*, the individual voice may be submerged under state power. Even, perhaps especially, if there were world government or a structure such as the European Union, the existence of local civil society is imperative. For that reason, though local institutions will continue to look globally for models of excellence, they should resist evaporation into global institutions. The saying in the U.S. that "all politics is local" should apply to universities: "all higher education is local," a further reason for being wary of globalization.

The urge toward globalization and the capacity to so direct the institution is facilitated to the extent that the institution concentrates its curriculum on science and technology. These areas have developed a global language of mathematical and abstract terms. It is relatively easy for a physicist to be a global player. Not so with the local language and the liberal arts that map that language. One could suppose that local languages would become as obsolete as those sixteenth century university seals, but the price of universalization is high and constitutes a significant human loss. The

philosopher Ludwig Wittgenstein compared a living language to an old European city. In the center are the twisting lanes and curving streets leading to the principal churches, courts, and museums of the municipality. At the outskirts are the new industrial suburbs. There the roads are laid out in a rectangular grid so that transport can be as direct and rapid as possible. Science and technology work in the suburbs of language where straight roads have been erected. Because of the high efficiency of the scientific area, there is a temptation to apply similar logic to center city in the form of linguistic urban renewal. The result is that we no longer have the complex, often convoluted, but extremely rich languages of value and common life that marked the old center city. If the model of globalization is set in the language of suburban science, the community may well lose the value traditions built up by many generations. The university in the locale should resist any such attempt, providing the local culture with the history and critique of history that the society needs.

Accordingly, the seals of the future should continue to feature a locale and students conversing with teachers—at least part-time—in the local tongue. ❑

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The Moral Purpose of Higher Education

Yolanda T. Moses
USA

While there is a moral purpose for higher education, we must be aware that there are diverse definitions of moral purpose across institutional type. The strength of America's system of higher education relies upon the diversity of its institutions as they provide multiple points of entry into the academy for a growing and diverse population. In order to do a better job of serving students and the larger society, we need to do a better job of aligning public interest and institutional moral purpose and core values, such as social and civic responsibility, with academic strength. Our highly diverse educational system can also have common overarching goals. For example, providing basic competencies to students, offering lifelong learning, building new knowledge, promoting economic development, and most importantly, determining how the institution can be of service to the community (however that is defined) for the public good, are goals for all colleges and universities in America to aspire to achieve.

But there is a tension between the university and the community, as well as within the academy, that often prevents our institutions of higher education from achieving the goals of linking civic and social responsibility to the moral purposes of higher education. Why? One of the main reasons is that the marketplace ethos is firmly imbedded in many of our colleges and universities. Some of these colleges and universities still encourage individual entrepreneurs to flourish, especially in the large public and private research universities. It is therefore difficult in these environments to create the space to have conversations about social and civic responsibility.

It is difficult, but perhaps not impossible. We need to look at institutions that have been successful, and hold them up as models. We must celebrate the "outlier" institutions that are trying to do this difficult work. How have these institutions been able to engage external communities in social and civically responsible activities, while maintaining the integrity and core values of the mission of the institution? When we examine these "outliers," we find that their core values reflect both their internal and external commitment to engagement. For example, students in the classroom will reflect this commitment. It will be reflected in extracurricular activities; it will be reflected in faculty life, including research, teaching, and service, as well as in the governance and administrative support structures and services.

The campus that is serious about doing the transformational work of contributing to strengthening a pluralistic democracy will be tackling such issues as these: What is the place of knowledge in such an environment? Is it knowledge for its own sake or knowledge for the common good? Campuses should have ongoing discussions about the scholarship of engagement, the engaged learner, community-based research, and the role of faculty in community partnerships. When it is all said and done, it is the faculty role that is critical to the success of this model. In an ideal setting,

faculty model for students, for the community, and for each other the values of social and civic responsibility.

It is increasingly clear that while some colleges and universities are doing a good job to promote the social and civic engagement of their students, faculty, and administrators with each other and with the communities that they serve, there is still no comprehensive model that integrates all of these best practices of engagement into one whole. That is what is needed! We need institutions that incorporate a research, teaching, and service paradigm into one whole. We need the "engaged campus."

The Engaged Campus

The phrase "engaged campus" covers a number of overlapping issues and activities involving individuals and institutions of higher education with their communities. It rejects, however, the ivory tower image of campus life, promotes curricular changes, and pushes for changing the research culture that dominates late twentieth century higher education. Various national meetings and manifestos of the past few years have identified a need to clarify the language for a national agenda of democratic engagement, while recognizing that such terms as "civic," "democratic," and "community" are themselves contested. The specific categories vary, but the components of the engaged campus movement generally include the following concerns:

1. **Student learning based on service to community**. This movement is built primarily on an interest in effective learning. It connects theory to practice, extends the classroom into the community (service-learning), encourages problem-based and interdisciplinary learning, and fosters collaborative and democratic pedagogies. At its best, service-learning is not the application of classroom learning; rather, it is the solving of unstructured, complex social and civic problems in partnership with a community.
2. **The decline of student engagement in civic life of the community and in the nation**. This decline is measured by political activity, especially voting, and participation in traditional social organizations. Many commentators see student disengagement as a serious threat to a vibrant democracy and look to higher education to reverse the trend. They are particularly troubled by the gap between the decline in interest in politics and the rise in volunteerism. Others counter that the forms of engagement have simply changed for the current student generation or should be addressed as part of the call for civic renewal by all members of society.
3. **A renewed interest in faculty's public role through action research, professional community service, and community-based teaching and research**. This interest is part of the larger movement to redefine faculty work as discovery, learning, and engagement, and to adopt the criteria offered in *Scholarship Reconsidered* by Ernest Boyer (Boyer 1997). Interest in civic engagement has spawned a number of publications, meetings, and a national review board for the scholarship of engagement. One challenge has been to define this work as an integrated part of the faculty role rather than one more requirement for faculty. In addition, a new reward system is necessary for faculty to want to engage, and to be rewarded for their work.
4. **Diversity initiatives that create inclusive, multicultural learning environments to further students' intellectual and moral development and support democratic pluralism**. These initiatives frequently challenge the traditional structures of classroom authority and notions of democratic rights and responsibilities built upon dominant cultural norms. They assert that democracy needs to be built on differences rather than sameness of identity and culture. These initiatives often bring together academic and student affairs, and integrate theory and practice.
5. **Higher education and community partnerships for community-building**. Built upon mutual interest, partnerships may be focused on economic and physical infrastructure, improved K–12 schools and health care, and efficient use of limited resources. These partnerships are characterized by the shared authority rather than expert–client or researcher–subject relationships. HUD's Community Outreach Partnership and the Great Cities Initiatives (formerly the Urban 13) are instances of such partnerships in the United States.

These concerns have in common a commitment to a broadly inclusive and democratic engagement of campus with community. They have the potential for encouraging life-long learning and shaping a more just society. They also offer solutions to the increasing fragmentation and isolation of work in the academy. However, there needs to be more effective linkages among this cluster of interests so that they reinforce rather than duplicate each other and allow those who are working for democratic engagement

to compound rather than dilute resources. Campuses have the capacity to do this work. It takes visionary leadership from the top down in the institution. It starts with the president or chancellor of the university, but it does not end there. Leadership comes from all areas of the campus, whether it be in student affairs, among the faculty, or in the student body. The people must be brought together who have a vision of what the campus would look like if it were truly engaged. How would academic affairs work with student affairs? How would the campus leadership discuss and implement rewards for people who participate in research and teaching initiatives that enhance their institution's knowledge both inside and outside of the university or college? These are just a few of the questions that should be asked as the leadership thinks about how to create that environment to support the holistic success of their students around integrating issues of social and civic responsibilities into their education.

AAHE, the organization of which I am president, has played an important role in defining the issues of an engaged campus over the past few years through its conferences and publications. In 1995, it sponsored a Colloquium on National and Community Service with the national organization on service-learning called Campus Compact. One result was AAHE's twenty-volume series of publications on service-learning in the disciplines. Also in 1995, the annual National Conference for Higher Education theme was "The Engaged Campus, Organizing to Serve Society's Needs." The conference was followed by an issue of *Change* devoted to "Higher Education and Rebuilding Civic Life" (January/February 1997). AAHE's Forum on Faculty Roles and Rewards has published monographs on *Making the Case for Professional Service* (1995) and M*aking Outreach Visible* (1999). In the summer of 2000, the forum brought together faculty and administrators working in the various fields of the engaged campus to discuss AAHE's next steps in promoting democratic engagement in higher education. As a result AAHE has developed several new initiatives that are seeking external funds.

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AAHE and other higher education and disciplinary associations are encouraging campuses to take the next step, and build on service-learning to involve the whole campus in thinking through the issue of what engagement means in the context of the individual campus. This step would foster more collaboration among students, faculty, and community members, extend beyond individual course assignments, and connect more explicitly service-learning to civic responsibility. Faculty would be involved in broadening the definition of scholarship by focusing on what it means to be scholarly about work done in the community, and how that scholarship can be made publicly available and rigorously evaluated. Through campus-based teaching initiatives, colleges and universities can commit to developing a definition of the scholarship of teaching and enacting it on their campuses. Part of this teaching focus could also be centered on democratic pedagogies and community-based teaching and learning. Finally, the engaged campus model would promote the assessment of student learning to track how these changes impact the institution within and without. It would provide very important information for external publics and stakeholders who may want to know just how effective the changes are, for the individuals, the institutions, and for the community.

Conclusion

The themes that I have raised are still visionary. We have not achieved these goals of the engaged campus in very many places. But I think if we are going to truly focus on the civic and social responsibility of higher education, what the needs of students are to engage in and be effective participants and decision-makers in twenty-first century America, then we have to think about how to make the vision a reality. It will have to be done in a spirit of cooperation, thinking across borders and boundaries, as well as "outside of the box." What better group to take on this task than the leaders that are involved in the UP. Transformational change starts with taking the first steps. The Salzburg Seminar has already done that. ❑

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The Political Role of Higher Education in Democratic Societies

Josef Jarab
Czech Republic

Under the totalitarian regimes, the whole system of education was organized and expected to function as an agency for ideological propaganda, an instrument of political influence. And Czechoslovakia before 1989 represented one of the most rigid of those regimes. The phenomenon of "politics" was something imposed on the society and the society was to participate in it according to scenarios prepared by the communist authorities. The more organized and institutionalized a quarter of life happened to be, the more effectively could such scenarios be applied.

It was not difficult, therefore, to politicize the institutions of universities and higher education in general. Special departments and whole institutes of Marxism-Leninism were established on campuses, a visible element of the ideology had to be included practically in all syllabuses, and the students´ activities were efficiently curbed by an extremely high number of obligatory classes. The Communist Party, the Socialist Youth Organization, the Revolutionary Trade Unions, the Czechoslovak-Soviet Friendship Society were all very ominously present on the university premises and in the university structure. Their decisions were final for all policies practiced at schools, including promotions and appointments of administration, faculty, and staff, approvals of trips abroad, international cooperation, purchase and control of information, general budgetary issues, etc., etc.—and all the activities were, in addition, under the constant surveillance of the secret police who had special units arranged directly on the university grounds.

University autonomy, which is one of the basic requirements for the existence of free academic communities, as stated in the Bologna Magna Charta Universitatum, was for the universities in the country before 1989 indeed nothing but an illusion, or rather a delusion, taking into consideration the fact that the rector of Prague Charles University, even though presiding over such an ideologically strait-laced institution as described above, was allowed to figure among the Magna Charta signatories.

And then, suddenly, November 17, 1989, arrived and the Velvet Revolution became a historical reality. It is a rather sad and disconcerting state of current affairs that a mere dozen years later the public and its political representatives have to be reminded of the truth that the first signals of revolt came from academic and artistic quarters and that the earliest revolutionary events were initiated and performed by groups of actors and other artists (very special was the impact of popular songsters), and, above all, by students. Having been the first freely elected university rector in the country in December 1989, nominated by the striking students, I cannot and do not wish to ever forget that it was in the institutions of higher learning where the spirit of regained liberty generated and brought about the first desirable changes, where reforms started to be carried out before we even had a name for them.

The objective of the day was clear and understandable: *to depoliticize the academic institution!* A healthy process of loosening the grip of the communist power over the universities began spontaneously and seemed to proceed quite successfully through the first weeks after the turnover—only to be sanctioned by the new Act of Higher Education from the spring of 1990 in which autonomy and academic freedom were again legally installed, and the university was declared a ground free and freed of politics.

The subsequent interpretation of this idea in practice led universities firstly to the removal of all the old political organizations and units from the campuses and, secondly, to the introduction of a ban for all political parties to use the space in the future. This, no doubt, is and continues to be a reasonable and justified requisite. And yet, a decade after various reforms started, mostly with good results, shaping the universities and the society in the name of freedom and democracy, there also looms a growing worry that we may have missed and neglected something very important in the years of transition. Namely, that the necessary and healthy efforts to depoliticize universities may have been overdone—that, in fact, universities were allowed, if not forced, to fall into a very undesirable isolation outside the

most relevant public and political debates, outside the real and larger political context. Thus a potentially vital agent in the process of promoting democratic and civic literacy was left out. And so universities, somewhat unwittingly, seem to have refrained from one of their basic social roles.

It was a considerably easy task to dismantle the ideological mechanism in the universities after 1989; the whole system, however totalitarian, worked poorly and it could hardly fulfill the expectations of the communist rulers. It may have had a greater and immediately visible effect upon the public behavior rather than upon the thought of the people involved in the educational process, or upon the political views of the population in the country.

And yet, on a deeper level, it did not fail as totally as we believed or may have wished after the collapse of the regime. It was not so much the "contents" of the ideology but rather the way of performance and reception, indeed, the official delivery and the private appropriation, of the whole antics machinery that managed *to erode some of the civic virtues pertaining to life in democracy*. This more hidden negative heritage of the past was manifested in the social and political conduct of the society soon after the revolutionary enthusiasm trickled away. It came as a great surprise, therefore, how soon people went back to the *we* and *they* differentiation when referring to citizens and politicians, how little mutual trust was seen in the general political environment, how the phenomenon of corruption instead of disappearing grew dramatically (which besides other motivations may also ensue from a real or pretended, and therefore "justified," lack of faith in the society's justice and democracy), how strikingly fast the percentage of voters started to drop in democratic elections for the citizens' representatives in local and national governments, etc. In short, it became evident that even life in freedom and democracy has to be learned, and that the learning process will not be managed by any kind of crash courses, but will take its toll on time and experience; citizens, and their representatives, will have to learn that political ignorance and indifference have a moral dimension, and so should knowing be combined with a moral obligation.

In a free society, a fear of overpoliticizing the academic world might belie genuine trust in the strength of its own judgement and readiness to enter an open intellectual contest. . . . And universities should be playing a seminal role in such a process in the society at large.

An urgent question arises whether a democratic knowledge society of the future can continue to afford omitting the intellectual capacity of the university population when trying to create a sound and ethical political environment. Why, indeed, should the academic groves be protected from social and political debates, from personal appearances of politicians who want to discuss their work, or from political programs and visions with learned people and with the next generation of scholars, experts, leaders, and responsive and responsible citizens? Institutions of higher learning should also be in a position to create agendas for political deliberations or disputes. In a free society, a fear of overpoliticizing the academic world might belie genuine trust in the strength of its own judgement and readiness to enter an open intellectual contest. An open society can only be built and developed when openness is practiced and cultivated. And universities should be playing a seminal role in such a process in the society at large.

To be more specific—without boasting—I would like to share, as samples of our more successful practice, some experience from my own school and town, namely Palacky University in Olomouc. Before November 1989, the university was relegated to a position of near non-existence—one of the reasons being that the city of about one hundred thousand inhabitants was also the residential place for some twenty to thirty thousand Soviet occupation troops. They had been settled in town since August 1968, and their withdrawal in the spring of 1990 was one of the most visible changes in the post-revolutionary situation.

It was through the opening of courses called "University for the Third Age" that we invited hundreds of grateful elderly citizens in town to the lecture halls on the campus; it was during a series of public talk shows with distinguished and interesting guests of the university that we could welcome thousands of people from both the academic and municipal communities in the attentive audiences over the stretch of five years, and even tens of thousands listened to the radio transcripts of the evenings which were broadcast from a regional station. A book version of the events, published later, became a common and popular property of both gown and town. Professors and students

offered themselves as candidates in communal and regional elections, and thus participated in political decisions that were shaping the local life. Our new law school, the first one opened in post-totalitarian Eastern Europe, tried to be visible also outside the university with some of their outreach programs, such as "Citizen and Law"; a "Roma Education Center" concentrated on cooperation with the ethnic community and organizations working with them in Olomouc and the region. The size of the university and the number of enrolled students more than doubled over a few years. In study programs, including those which were part of international exchange, instructors newly, in an inventive and innovative way, used the city as a concrete historical, cultural, social, economic, and political text, and thus contributed, along with other attempts, to the real development of our visionary concept expressed in the motto, "Olomouc—a University Town." All those strivings to reach out into a wider environment not only enriched the mutual relations between the school and the city, but contributed, however modestly, to the uneasy but very worthy task of creating and cultivating a civic society, which did not fail to be recognized by the wider public.

And so, besides the traditional functions of creating and spreading knowledge, the modern universities, and especially those in the countries of "younger democracies," should endeavor to become an arena for critical debate and exchange of views and for the transmission of literacy in good citizenship, and an integrative force in the societies struggling for the introduction and establishment of relevant moral values. Institutions of higher education should be ready to assume the current challenge of greater responsibility to serve both the short and longer-term objectives of education, i.e., adequate preparation for the labor market and practical life, as well as the development of a mental and cultural ability to resist domination of the market and economic forces. Only thus can universities rejustify the requirements of autonomy and academic freedom as necessary attributes of the institutions not just historically, but also for the times to come. ❑

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The Role of Higher Education in Regional Development: The Russian Experience

Evgeni Kniazev
Russian Federation

The Russian system of higher education is as diverse and complicated as it is well developed and rich with traditions. Generally, universities fall into three categories. First, M. Lomonosov Moscow State University and Saint Petersburg State University can top any ranking and stand up to the world renowned leaders in the academic community in America and Europe. Second, there are many good classical universities, including dozens of highly specialized institutions (e.g., agricultural, technical, and medical). Finally, there are lots of poor colleges, both financially and professionally, with equally poor instruction.

Moreover, the total potential of the higher school is geographically distributed very unevenly in Russia. There are powerful groupings of institutions in Moscow and Saint Petersburg, counting dozens of colleges (hundreds, if private ones are taken into account). The South of Russia, the Middle Volga, the Urals, and West Siberia also boast numerous respectable higher institutions.

On the other hand, there are many regions where young people are deprived of the natural opportunity to continue their education or they are extremely limited in their choice, which, if we take into account Russian distances and the ever growing cost of living, become almost an insurmountable obstacle. All these conditions exist in vastly diverse Russia and similarly the diverse system of Russian higher education. Exceedingly heterogeneous social-geographic, economic, and political factors add to this picture and diversify the role that the universities are forced to play.

Before going into detail, I would like to say that the Salzburg Seminar has paid serious attention to this issue in several symposia within the UP. I believe it has become one of the first opportunities for the thorough investigation of this matter. By focusing directly on serious analysis, the Seminar could cope with a typical desire of Russian officials to "show off," political alienation, and a thirst for

self-accounts. These symposia are remembered for the unexpected parallels found in the academic communities of Europe, the United States, and Russia; sudden ideas ("there's the way it could and should be!"); and new ideas for mutually beneficial partnerships and joint projects.

Let me classify my conclusions and new experience from these symposia into several categories. They are far from claiming the absolute truth and are even partially contradictory:

1. The role a university plays in its region is not so much a product of academic achievements of the institution as it is the result of the social and economic development of the region, its competitiveness, and total intellectual potential.
2. The role a university plays in its region is immediately subject to the prevalent political culture, traditions, ethnic diversity, level of public tolerance, and openness.
3. The role a university plays in its region is immediately subject to the quality of the team that manages the university, its innovative creativeness, its ability to establish contacts with officials, business, and different social groups, as well as its ability to encourage, mobilize, and organize the team.
4. In order for the university's regional role to become significant and meet its potential, it takes the knowledge and continuous study of the university and its environment. It also takes the education, professional communication, and careful, unbiased investigation of its own and other institutions' experience. In other words, it takes frequent self-examination.

Discussions in Salzburg have shown that all the Russian universities connect, in this or that way, their missions with regional tasks, problems, and prospects of social, economic, and cultural development.

One of the most widespread approaches in implementing the regional role of universities today is the creation of so called university-based complexes. Russia's Ministry of Education, proceeding from *the concept of scientific, technical, and innovative policy in the education system of the Russian Federation for 2001–2005 and the concept of updating the Russian education until 2010*, actively encourages these processes. It considers the emerging unions as a means of integrating and optimizing regional systems of higher education. Today we can distinguish the following forms of relatively stable unions:

- different academic, research, design, manufacturing, and other units;
- the university complex is a union of different academic, research, design, innovation and other units, as well as various organizations that remain independent and form an association or a union with the rights of the institution (juridical person);
- the university complex is the university educational district without the rights of an institution (juridical person) as a union of educational institutions and organizations regardless of their ownership that implement educational programs of different levels.

Forms can be different, but universities are natural centers of these processes irrespective of the chosen form. Different regions managed to involve the most diverse organizations in these processes: secondary and secondary vocational schools, institutes under the Academy of Science, specialized industrial research institutes, design companies, and businesses. The diversity of these integration processes stimulated by the government reflect, on the one hand, the regional peculiarities and even uniqueness of the university environment and, on the other hand, the specificity of the regional role of the university that has found itself in the midst of the regional system of higher education.

1. The university is the organizational and methodical foundation of the integration and optimization of the regional system of education.

The educational district under Mordva State University was first created in 1993. Today it unites over 100 academic, research, and other organizations, including all institutions of higher education and secondary vocational schools. The educational district plays a significant role in developing the regional system of education and researching issues of integration of educational institutions. One of the most notable examples of this is Yaroslav Mudriy University in Velikiy Novgorod that was born as a union of academic institutions and has become a dynamically developing university.

Another example is the university complex on the base of Voronezh State University. In prospect it is to involve about 100 secondary schools and secondary vocational schools in the Voronezh region and neighboring areas. Thus, the University strives to train interested students and make expert training continuous through all stages of education—pre-university, university, and postgraduate.

2. The university is the foundation of the regional system of continuous education.

The years of reform changes have thrown back, if not destroyed, the industry in many branches of the economy. There are no regions that are exceptions to that. These changes have also finished the previous system of expert training and retraining. The restoration of the economy, technical and technological re-equipment, globalization of markets, and competition have set a task for the society to create the system of continuous (lifelong) learning. In Russia's regions, universities play a focal role in solving this problem.

Moscow Physical Technical University and Saint Petersburg Electrotechnical University have created at their campuses educational centers of well known international companies. Learning new technologies and methods of teaching them colleges, could disseminate the experience, approaches, and resources for personnel retraining in some regions.

Kazan State Technical University closely cooperates with the Russian aircraft industry and has followed a path of organizing branches of its departments at various enterprises. There are two clear advantages to this scenario: a place for student internships and an opportunity to organize training courses for the company's staff right at the enterprise.

Striving to respond more efficiently to the needs of the enterprises in the region in personnel training and retraining, Voronezh University started developing new educational structures, or academic-research-industrial complexes. Joint research, education, and proficiency improvement for the staff of the partner enterprise are set up in this more flexible system. The University has created a whole set of similar structures: complex "Farmacia" together with the group of pharmaceutical enterprises from Voronezh and Moscow, a drugstore network, and rocket-space research together with a large rocket design office, etc.

3. The university is the important factor of economic stabilization.

In many regions universities are initiators of cooperation with academic and specialized science and industrial enterprises. Universities contribute to stabilizing the economy by uniting intellectual efforts for the solution of urgent technical and technological problems and by participating in the development of the region's research policy. Good experiences of such cooperation have been accumulated by the universities of Nizhniy Novgorod, Yekaterinburg, Novosibirsk, Tomsk, and Krasnoyarsk.

> The role a university plays in its region is immediately subject to the prevalent political culture, traditions, ethnic diversity, level of public tolerance, and openness.

It was in Nizhniy Novgorod, a well known Russian center of industry, that the initiative of scholars supported by some major enterprises has enabled the design and launch of an efficient, highly technological program of power machine building for the nuclear power industry. Factories were set into operation, orders started coming, the industry was renewed, and that branch of the economy was regenerated.

Tomsk State University has several major academic centers that render paid education to different companies and individuals in the region, e.g., a higher school of business with six faculties. The University also has several research centers—the Center of Computer Technologies, the Center of "Technological Management," a model shop of high tech products under Tomsk University, etc. Their activities are oriented at technical and technological re-equipment and economic regeneration of industry in the area.

Oryol State Technical University created a complex for education, research, and manufacturing including several major industries. At the same time the University either owns these companies or has a controlling interest. Companies develop while serving as a testing ground for innovations and inventions. The number of competitive products they produce has grown by fifty items. More inventions have been patented. Over the last three years the number of publications by scholars in Russian and international journals has increased tenfold.

4. The university is the initiator of computerization and "Internetization" of regions.

The rapid development of the Internet and new information technologies that have helped stimulate the development of economy, science, and education in the industrially developed countries coincided with the dramatic social and economic changes in the former Soviet Union. In these conditions, universities supported by international charitable organizations have been a driving force in the development of the Internet in Russia and in bringing the new information technologies to the public. Thirty-three Internet centers under the leading regional universities have been playing the

main role here. For Russia it has been quite a significant contribution implemented with the Soros Foundation's support.

In many Russian regions, universities have become a source of innovative approaches to the organization of the work of libraries in integrating resources based on new telecommunications technology by partially involving them in education and administration. Some interesting projects are being implemented at Tomsk and Urals State Universities and the University of the Southern Urals. The Institute of Distance Education was started at Tomsk University, and a new supercomputer has enabled this institution to progress even further in computerizing various areas of its activities and extending information services to the public.

The growing number of works devoted to the Internet at Kazan State University has contributed to the introduction of new information technologies to the daily activities of organizations of culture and power, as well as schools, by creating a regional segment of the civil network in the Middle Volga area.

The Soros Foundation, World Bank, IREX, ETF, and other organizations have supported these new developments in Russian higher education.

5. The university is the real force of "humanitarizing" the social life of the regions.

New socio-economic and political characteristics have required universities to significantly mobilize internal resources and concentrate efforts to develop a great deal of research and educational programs in areas that had not been in demand before. Knowledge of economics and law, training in the areas connected with social science and the interaction of individuals with nature and the environment, and culture liberated from ideology have become exceedingly important for the reforms and successful development of the society. Inner political processes and inter-ethnic relations, having intensified and led to a need for their study and understanding, have started to play the most important role in reforming the Federation. It has turned out that many humanitarian characteristics of the Russian society are not properly developed to meet the new conditions. It is hard to overestimate the role Russian universities play in this respect.

Kazan State University is located in the capital of the Tatarstan Republic. The Tatars are the second largest ethnic group in Russia. The movement for national and cultural revival, with some elements of nationalist separatism at first, has required serious analysis. The university community—historians, linguists, lawyers, demographers, ethnographers, sociologists, and many others—found themselves involved in solving these serious questions and could offer a rational and constructive contribution. This is the civilized approach to the problem of two languages, the balanced approach towards Russia's federative structure and regional autonomy, etc. We see this as one of the reasons why the region could maintain stability, although in some other parts of Russia we can see other scenarios coming to pass.

Nizhniy Novgorod State University, in the 1990s, made a true "humanitarian breakthrough," having created over twenty new departments, which provided for meeting the demand for humanitarian education in the region, including that of tuition paying students.

6. The university is the initiator of international cooperation of regions and a catalyst for openness.

Starting in the early 1990s, international cooperation has become for the universities not only a source of income, but also a key instrument in the development of new activities and academic programs, and for establishing criteria and landmarks for future development. Thousands of young and venerable professors, researchers, and administrators, as well as thousands of university graduates, have disseminated in our society the culture of international cooperation, science, education without borders, and labor market without borders, etc.

In several regions—Saint Petersburg, Kazan, Rostov, Voronezh, Novosibirsk, and so on—regional centers for international cooperation have been set up by universities. These centers, in turn, have helped other institutions of higher learning and many NGOs in their regions to become affiliated with international programs. Thus, the regional center for international cooperation, created and supported by Kazan University, provides its services to over 3,000 students, professors, and researchers per year. Over 60 percent of these people are in no way connected with the University.

Present day students can hardly admit to the idea that society can become closed and isolated. I do not mean here MTV or McDonalds or the information standards of CNN. Every year we can see growing interest in academic exchanges, projects, contests, and programs. Even in remote areas of vast Russia, people are used to listening to lectures by international professors training international

students and attending international conferences. Today Russians, and the young people most of all, feel as if they are an integral and responsible part of the mutually dependent world. This is another role that universities are playing in their regions.

In this discussion of the regional role of universities, it is necessary to emphasize once again the role of the Salzburg Seminar, which has become a place of interested and friendly dialogue about Russian universities. Administrative practice at Russian universities is extremely diverse and rich. But in Russia we lack opportunities for disputes that give birth to the truth and check opinions and concepts. We thank the Seminar, we thank the wonderful experts who have been involved in the UP. It would be good to continue the style of discussions, interest, foundation of the scientific knowledge of the subject, and experience of well regarded practitioners. This is the guarantee of our development. I would like to believe that we take part in the creation of the new culture of education management. ❑

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Exploring the Role of Russian Higher Education in Regional Development: Lessons Learned at the UP

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In the parallel article on this theme, my friend and colleague Evgeny Kniazev has provided a splendid and comprehensive overview of a very complex phenomenon in contemporary Russian higher education. He draws our attention, with carefully selected examples, to the major domains of university—regional cooperation; dialogue and interface; optimization of regional education; continuing education and lifelong learning; economic stabilization; computerization and "internetization"; humanitizing regional social life; and international cooperation. In doing so, he rightly emphasizes that the opportunities for sustained endeavor are clearly conditional on the nature and dynamics of the region and its diverse stakeholders; the capacity of the university to analyze critically both itself and its environment; and, particularly, the quality of institutional leadership.

The purpose of this contribution is to explore these points in more detail from the standpoint of a privileged external observer from a different system, but very aware of the problems which have confronted Russian universities since the break-up of the Soviet Union, which are documented elsewhere. The Russian wing of the Salzburg Seminar Universities Project has had regional development and societal interaction as a major theme since 1997, and over the past five years, progress in this domain has been striking and impressive, as is evident from the detailed self-analyses and SWOTs which participants have brought for discussion with Western colleagues and our participation in Visiting Advisors Program (VAP) journeys to Russian universities. The progress has been typified by growing and constructive self-criticality; adaptation and ingenuity in responding to both opportunities and threats; a "can do" mentality; the adoption of a "fitness for purpose" experimental approach to particular regional settings rather than a standard bureaucratic straitjacket such as might have been exhibited in Soviet times; and a remarkable willingness to extend the scope and self-expectations of universities and their stakeholders in their contribution to regional agendas. If the Salzburg Seminar has assisted in this evolution, as I fervently believe it has, then this would only have been possible given the openmindedness and creativity of our Russian colleagues.

The focus of this paper will be on the dynamics of the interaction between universities and their regional partners in conceptualizing and working together in the six domains outlined by Evgeny Kniazev. The starting point of this should be the motivations for Russian universities to wish to become involved in an enhanced regional role. Over various symposia, the following emerged:

- to have a positive effect on regional social, cultural, economic, political communications, and educational development, through a strong problem orientation, attention to the quality of life, sponsorship of open and frank debate, the rule of law and social criticism, and the extension of science into all walks of life;
- to raise their own organizational credibility as an agent of social change and servant of society—and, in so doing, to increase their own prestige and status, especially when cast in a flagship role in the emerging regional complexes;

- to provide much needed additional sources of income for equipment, salary supplements, and new IT, and, in so doing, reduce dependence on the state and enhance institutional self determination;
- to use external and regional influences as a catalyst for internal changes, in curriculum and research, in improvement of educational and scientific method, in relation to a more modern portfolio of academic specialisms, and to add to the university's commercial expertise;
- to exploit the benefits of inter-institutional networking to share scarce resources, develop new resource basis, for the rationalization of inefficient duplication; and, perhaps most important, for intellectual synergy, especially with the academies of sciences.

This is a brief summary of motivations; for particular institutions, they may be explicit or implicit, but I suspect they are there, in more or less measure, in all universities. Some motives are clearly altruistic; others are born out of self interest. Some are, in some institutes, at this stage, perhaps rhetoric; in others, they are all an integral part of the culture and behavior. However, given that these seem to be critical motivations, it would seem to be important for universities *to check out periodically and systematically whether the expectations are actually being fulfilled; and check out the perceptions of the university in the various domains by the various stakeholders.*

Over the duration of the UP, we have attempted to distill those features of Russian universities that have been felt to be important facilitators or conditions of good university–regional cooperation. A brief synthesis has yielded the following:

- A broad range of specialisms, some applied and with market potential, supported by good basic research. Clearly, it is important to have new and expanding fields like IT, business, innovation and enterprise, journalism, social sciences, tourism/heritage, languages, and an trans/interdisciplinary ethic which would facilitate combinations in bio-engineering, etc.
- The ability to supplement existing profiles through adding disciplines; local/regional co-operation; mergers and vertical integration are clearly important, since more demanding markets will not be content with very traditional narrow specialisms, hence the appeal of new, private institutional providers.
- A cooperative institutional philosophy at all levels, marked by a well articulated mission and vision; a culture of openness; incentives to staff to participate in market related activities; and relevant resource instruments.
- A well developed T base and connections seem increasingly vital—Internet centers; IT based classrooms; access to data bases; networking; multi-media teaching, etc. All these are basic to the rapidly growing area of distance education, and international research connections.
- Exposure to, and exploitation of, extensive international connections to yield financially rewarding agreements, which are important for regional advancement, e.g., Tempus, Tacis; IT alliances; donations; foreign students; and virtual learning.
- Flexibility of course delivery mechanisms especially for lifelong learning and dispersed education, e.g., credit based course structures, branch campuses, distance learning, and formal agreements with other HEIs.
- Strong quality assurance arrangements, which are highly sensitive to near market needs and provision.

There are various other factors, but this is a reasonable summary of an emerging consensus.

Against this, of course, we have to place those factors in university life and characteristics that are decidedly unhelpful when it comes to a well functioning regional role. These include the following, and they are not necessarily mirror images of the first category:

- An unbalanced university profile that does not possess the specialisms the region needs, e.g., an over-emphasis on the natural sciences, limited applied research, and ineffective institutional co-operation.
- Despite its many strengths, the classical university has limitations: inflexibility of curriculum based on narrow specialisms, which may or may not have strong employment potential and may act as a barrier to interdisciplinary and user friendly research.
- Limited flexibility in relation to new student groups, in terms of student mode, delivery, and pedagogy.

- Unfavorable staffing situations, manifest in an aging faculty and lack of interest or incentive in emerging subject areas or student groups.
- Low exposure to international higher education, which reduces the possible contribution of international perspectives to regional development in many ways.
- Severe resourcing problems.

These inherent, often pathological limitations, are particularly exposed by changing demands from regional society, and the consequence for the university, as our lengthy discussions amply indicate, is a slow and uncommitted response by the university, or indeed, a series of ad-hoc responses by different parts of the university, which fail to cohere because of the lack of a strategic framework for university—regional interaction in the domains indicated by Evgeny Kniazev. We must also acknowledge that any Russian university engaging in serious regional business will inevitably diversify its range of objectives, and thus there is a profound danger of "objectives overload," both on the university at its different levels, and on particular individuals, especially the "willing horses." Thus, institutional and individual stress becomes a real problem. The challenges, therefore, for the Russian university engaged in regional business are:

- to create room for maneuver and space for development;
- to enhance institutional responsiveness and the speed of decision-making;
- to improve on obligation on the various parts of the university to generate resources for growth—and hence, development space;
- to enhance the learning and transfer of good practice on regional matters across and between institutions—to avoid reinventing the wheel;
- to generate substantially more internal flexibility in curriculum and organization than may exist;
- to spread leadership responsibilities for regionally related work across and down the university, so that it becomes a permeation philosophy.

Over the course of the UP, we have together explored many ways of realizing these ambitions, and the symposium reports, excellently prepared by Gail Stevenson, and the richness of many VAP Reports demonstrate these various dimensions. However, here we may briefly indicate some of the key strategic features of university management that are emerging as being important in realizing the regional mission:

- Organizational renewal, namely the evolution of differentiated organizational structures to conduct various distinctive types of university business with regional practices—R&D centers; incubators, spin-off companies, cooperative ventures, continuing education centers, Internet centers, etc.—which are all likely to be outside the normal faculty structures, and special operating and personnel arrangements, but….
- Avoiding the "ghetto-isation" of these endeavors by, for instance, using experiences in e-learning pedagogues to catalyze curriculum and pedagogic reform in the mainstream; devising parallel reward structures for near market and mainstream activities; and devising units for enterprise and continuing education which support faculties to develop this provision, instead of competing with them.
- Interface structures to secure external involvement in decision-making and policy advice. Since the UP commenced, there has been a growing interest in the concept of boards of ministers or governors, and their advent in Russia could be one of the interesting outcomes of the Project. There are other manifestations of the same principle, of course.
- Interlocking membership of various regional organizations.
- Ensuring the rectorate contains vice rector portfolios that focus directly on regionally related activities.
- Creating instruments for the internal redistribution of resources, which progressively move financial and staff support away from declining areas to growing areas, as a planned systematic process. There are various instruments that are now available to facilitate this, but they do place a priority on good management information, the use of performance indicators, and the ability to handle conflict.
- Clear institutional policies and techniques to encourage income generation.
- Closer attention to the productivity of the mainstream educational process itself in order to release development space, e.g., looking at the size of the curriculum, average class sizes, the number of options, stand alone specialisms, duplication of courses, and, of course, pedagogy itself.

- The design of adequate models and organs of regional collaboration, between HEIs. Progress seems to be very patchy on this point, and clearly difficulties are being experienced in making the three models quoted by Evgeny Kniazev work in practice. Space does not allow us to develop this point further.

These are all rather important strategic questions for Russian universities, and it is most gratifying to observe the evolution of different, but effective, ways of resolving them. It should not also be forgotten that the organs of state government, the ministries, have a crucial role to play in this, by creating system level facilitating instruments, and among those discussed profitably include: resource incentives to stimulate inter-institutional collaboration; the encouragement of experimentation; access to regional development funding, and also pressing for EU support; favorable intellectual property and tax incentive arrangements; and more flexible personnel policy arrangements. There is no doubt whatsoever that the supportive role of the Russian Federation Ministry has been a major factor in the success of the UP and a great deal of imaginative policy-making has emerged.

In conclusion, may I fully support Evgeny Kniazev's plaudits to the Salzburg Seminar for its wisdom in launching the Project, and add my congratulations to our Russian colleagues who have approached difficult issues in regional development with dedication and imagination. Let us hope the next five years will see yet another quantum leap forward. ❑

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Democratic Inefficiency in Higher Education Governance and Management in Transition Societies of the Former East Bloc

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A number of signals proves the presence of globalization in every region of the globe. Many environmental factors, both spiritual and ecological, influence societies all over the world. However, the rapid development of multinational corporations, the expansion of a market-oriented mentality, the increasing attention and sensitivity towards the danger of global ecological disasters, and the astonishing spread of new information technology (Magrath 1999) create lots of confusion in the societies in transition, such as the entire former East Bloc including the former Soviet Union. In addition to the all-pervasive phenomenon of globalization, another challenging issue for most of the CEE countries is the potential chance to join the European Union.

The rapidly changing economic structure, as a part of globalization, has brought new terms and new realities to the higher education world, such as market mechanisms, consumerism, decentralization, and the shift of the organization structure. That made the actual university steering system quite anachronistic in Europe, even more so in East Europe. The seemingly very democratic but totally inefficient governing system must be replaced by new managerial values. Leaving the governing power, however, in the hands of the academic senates—which are even responsible for hiring and firing the rector—is a false interpretation of democracy and autonomy. This is mostly because the senates genuinely are counter-interested in any radical changes; however, that would be a prerequisite of their adaptation to the changing demands of the global environment.

As a part of that inefficient governing system, there is a considerable threat of the introduction of any real lay board at the institutional or multi-institutional level. The general attitude behind that is the belief that no one knows better how to run a university than the university itself. That mentality is closely related to the lack of understanding of what governance and management in the current sense mean. Strategic management, financial management, management of academic issues, maintenance management, etc., are all such terms, which were unknown in the classical European university administration.

Higher education, as one of the most conservative operations, has a characteristically slow reactivity

to the changes of the surrounding environment. This is especially true for the CEE systems. Without some marked structural changes, the higher education sphere of the region cannot fulfill the requirements of global competition in the rapidly emerging knowledge society. As a part of the necessary changes, university governance, including the strengthened steering core, must be reestablished.

Transition of the Former East Bloc

Apart from the tremendous political and socio-economic changes of the past decade, CEE is still under a considerable transition. That certainly applies to higher education also, and here we observe a transition within a transition. That is to say that higher education is in transition worldwide and, as a part of that, a special version of transition is going on in the former East Bloc. An important part of that transition is related to the key elements of the transformation pathway, as characterized by Clark (1998).

Due to the consequences of the totalitarian system of the past, the CEE was somewhat isolated even from the effects of globalization; however, the level of isolation was different between the countries of the former Soviet Bloc. Apart from that diversity, the whole East Bloc collectively joined quite late in the globalization-driven transition process. And that is not without consequences.

During the last decade, the fundamental change of the political system has already happened at least in CEE. Considerable progress has also been made toward the development of a market economy. But the overall change of mentality still needs a lot of time. Why is it so important for the university sphere? Because the presence of a conservative system, together with the ignorance or late recognition of the effects of globalization on their own future, reduces the university system's adaptability to the new global environment.

Some crucial transformation trends already present in the CEE higher education systems include:

- efforts to reestablish the financing of higher education by introducing normative financing (formula funding);
- reduced state responsibility in funding higher education;
- the requirement of a more efficient use of resources;
- adaptation to the requirement of mass education;
- the need for fundamental changes in university management and governance;
- the introduction of quality assurance systems;
- market driven curriculum reforms;
- and the shift from a traditional towards an entrepreneurial university.

Without some marked structural changes, the higher education sphere of the region cannot fulfill the requirements of global competition in the rapidly emerging knowledge society. As a part of the necessary changes, university governance, including the strengthened steering core, must be reestablished.

Urgent Need for Strengthened Steering

The new trends certainly need a fundamentally new steering system. The current system, however, still maintains a great deal of Humboldtian traditions (Darvas 1995). Funding, general organizational issues, and legal control are in the hands of a dominant state apparatus, while on the institutional level the power is exercised mostly by the academic senate. The rector's position is mostly considered to be the appreciation of the lifetime production of a senior professor, who acts as "primus interpares" (Barakonyi 1999). The senate has very limited (or no) understanding of strategic thinking and is certainly counter-interested in any radical changes necessary to adapt to the rapidly transforming environment of the knowledge market. Strategic planning and policymaking were basically taken away from higher education institutions during the Soviet era. Receiving substantial autonomy around the 1990s, higher education institutions generated considerable resistance against any new establishments which might exercise again the above two functions. So the major steering power and the right to elect the rector from among the academic community are considered to be the privilege of the academic senate.

All of these functions, however, are in the hand of lay boards in many countries, where one of the most important roles of the board is to appoint the rector-equivalent person of the higher education institutions. Receiving the authority from an entity, independent from academic senate, would allow the rector

to establish a professional management and run the institution as a business unit, while serving the need of the academic community by providing an environment for high quality teaching and research.

Current Status of University Steering in the CEE Region

The significance of boards is most obvious and often associated with American higher education (Morgan 1999); the basic model, however, was taken over from the English and Scottish systems (Duryea 1973).

For comparative reasons it is worth mentioning, in relation to public higher education institutions, that among the fifty states of the United States, twenty-four work with state level governing boards, twenty-four with state level coordinating boards, and two with planning agencies (Education Commission of the States 1997).

In Hungary there is a state level board called the Higher Education and Research Council (HERC), which is responsible for strategic issues as well as financing in a broad sense, but certainly has no governing power. It is an advisory board to the minister of education and has no role whatsoever in the election and appointment of the rector. That decision is basically in the hands of the academic senate, which elects the rector from among the full professors of the particular university. The name of the elected person then is submitted through the minister to the president of the state for formal appointment.

Since 1996, beyond the above, each higher education institution must establish a supervisory council; these are also appointed by the senate, except for one member who is the representative of the minister. The council has only an advisory function to the senate. They have the right to turn to the ministry if their advice is ignored.

In the Czech Republic, nomination and election of the rector is equivalent to the Hungarian system. There is, however, a board of trustees appointed by the minister upon discussion with the rector from among the representatives of public life, municipality, and state administration. That board makes statements on issues such as the budget of HES, any major financial plan, and long-term investment of the higher education institution.

In Poland, there is a central council of higher education, similar to the HERC in Hungary. The university senate or board of electors elects the rector. Candidates may be considered from among habilitated academics not necessarily being employed by the institution in question. In Romania, the senate elects the rector also, and the minister approves the decision. In the Slovak Republic, again the senate elects candidates for rector position (like in Hungary). The minister to the president of the republic for appointment then submits the proposal. In Slovenia, the rector is elected by the senate, but there is also an administrative board, which makes decisions on business transactions, business operations, etc. In Croatia, the rector is appointed by the senate from among those who received an outright majority of all members of the senate. In Austria, the university board—whose members are to represent the social, economic, and regional environment of the university—evaluates candidates for the rector position, who may come from academia but may also be individuals active outside of the university with commensurate qualifications. The university senate creates a short list and submits it to the "ad hoc" university assembly whose only role is to elect the rector. There is also a university curatorium, which is an advisory body to the federal ministry on university policy issues and evaluation measures.

Steering or Wrestling

From among the eight Central European countries (including Austria), there are only three (Czech Republic, Slovenia, and Austria) where a certain degree of outside control exists on university governance and management. In most cases the senate is the governing body, whose members are from the academic community, as well as a considerable proportion being students.

Strategic decisions, budgetary concerns, structural rationalization, and more efficient use of resources are all among the very sensitive issues which should be addressed in a professional way. Hard decisions should even be made in an environment where the rapidly emerging global knowledge market creates tremendous competition among higher education institutions not only within a country, but also internationally.

In the current reality of CEE, however, the decision-making governing power on the above issues is mainly in the hand of the democratically elected academic senate. The rector, who is basically elected by that community and ultimately can be removed from position also by the same body, has very little governing power. (S)he can hardly be considered a real leader, since the senate on any serious issues ties his/her hands; any tough decision of the rector can easily prevent him/her from being reelected a second

time. So the seemingly very democratic steering systems of the above countries create a totally inefficient governing system, whereby the senate (or equivalent body) takes part in the micro-management of the university due to the total misunderstanding of democracy and autonomy.

An obvious example of that inefficiency could be witnessed during the recent nationwide reconstruction of the fragmented Hungarian higher education system. During that process, institutions had a historic opportunity to come up with logical, progressive decisions about their potential merging partners, to create (or recreate) a competitive multi-faculty, comprehensive higher education institution. During the negotiation phase, rectors could hardly represent the most rational merging scenario, because emotional irrationalism of the senate erected barriers against logical decisions. Any rector who struggled against the conservative imagination of the senate would hardly ever have been reelected for a second term.

The powerful intervention of the senate, in such a sensitive issue as described above, causes further strengthened resistance on the part of the academic community against any outside influence on governance, such as lay boards. In a governing setting like that, any progressive step of the rector or leadership causes a tremendous struggle in the senate, which goes way beyond healthy and necessary democratic negotiation. It is more like unfair wrestling, in which: a) the players are not the ones who should play the game and b) the players belong to extremely different weight groups, which creates an inefficient, and many times improper, exercise of power.

Conclusions

- The orthodox steering system discussed in this paper should be changed.
- The inbred nature of university governance should be eliminated.
- The "external" world surrounding the university should be allowed to act efficiently for the benefit of the institution.
- Efficient boards should be established with considerable power on strategic decisions, policy issues, financial decisions, etc.
- The board should be the authority responsible for appointment of the rector and should put him/her into the real position of a university leader, who then can establish a professional university management.

The question of strengthening the steering core therefore must lead to the separation of high level managerial competencies from academic ones. Steering power would then be given to the board and the professional management. The so called Bologna Process currently in the focus of the European higher education transformation, and leading to the common European higher education space, can also serve as powerful leverage in order to introduce a rather professional governance and management system putting universities into a highly competitive position even in the transition societies of CEE. ❑

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Choices for a High Performance University

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The decisions made by those in charge of universities on the structure of university leadership and management are dependent upon the profile chosen for the respective university. Leadership must be adapted to the problems encountered in the adoption of a profile, as well as to some rules of academic life and to the guidelines of effective management.

There are universities focused on learning, universities focused on research, universities designed as service providers, and universities that combine education and research with the provision of services. In fact, most of the universities operating in Romania, but also in other countries, are institutions officially focused on learning. Even though any university may express its interest in research and in the provision of community services, few universities are effective scientific research units. In Romania the reform of scientific research has not been accomplished yet, and all activities are in fact carried out in the traditional format (with three main actors: academy, higher education, and research

ministries). The insufficient volume and competition of scientific research seriously affects the level and the profile of academic qualifications.

I shall not discuss in detail the fact that, in the proper sense of the word, a real university is that whose professors and departments carry out relevant scientific research and can provide services. In fact, a university worthy of this name should provide proper higher education and services (qualification and retraining opportunities, consulting, solutions, etc.) to the economic, administrative, and cultural environment. Only a university that sees scientific research as the core of its various mission can truly be competitive today. Consequently, a restructuring of academic systems, along the model of the research-based university, is quite necessary, and the sooner it is achieved the better. In Romania, this is a matter of utmost priority. Since the early 1990s our country has created the largest (proportionally) number of state-owned and private universities of all European countries, for populist and political reasons and because of the mercantile interests of those professors who came to lose their moral and professional credibility in 1989.

As the number of academic degrees has been increasing, just like the competition on the market of academic specializations, the **monolithic university** of the past has become obsolete. In the modern era, the university defined its structure on the basis of the four faculties—science, medicine, law, letters, and philosophy—all meant to make students understand the purpose of science, of society, and of mankind in relation to the universe. Those four faculties were considered to be quite enough. It was thought that the various academic specializations could be squeezed into the structure of these faculties, and that the unity of higher education came from its distinct vision. In the course of time, sciences became divided among various faculties, applied sciences made their way into the universities, social sciences left behind the nineteenth century hermeneutics, and many new sciences (computer science, management, marketing, communications, etc.) entered the arena. But in recent times, many faculties and departments are being created without any concern for the unity of the university, for reasons pertaining to labor market demand and university administration. These faculties and departments defend their "specificity" and autonomy, so in fact the university has gradually become a multiuniversity.

The traditional university structured in these four faculties can no longer be a model to be followed, and it would be naïve to consider it so. The unity of an *a priori* vision shared by all faculties is no longer tangible, since scientists themselves are now the source of alternative outlooks. We are confronted with various university structures—comprehensive, technical, mixed, art schools, language schools, etc.—and the market will continue to enhance the internal differences within universities. The borders of higher education are no longer defined along curricular lines, but rather on the basis of formative and quality criteria. The university is becoming social due to its endless list of specializations, and strengthens its administrative function through the organization of its faculties. The unity of academic studies, always necessary and a prerequisite for competitiveness and performance, must be recreated in terms of a shared vision and quality performance. The university is a true university, in the actual sense of the word, as long as there is a unity of faculties and specializations, but this unity now lies beyond the current "pluri-versities," in the new territory of shared visions in fundamental matters and of the struggle for competitive quality. The new tendencies in the direction of flexible training, of learning how to learn better, of a training aimed at a changing labor market, come as yet another stimulus to strengthen the weakened unity of the university.

Of course, many people speak about the insufficient funding granted to universities. Among them, leaders willing to exploit the situation in a populist manner deliberately confuse insufficient funding with the lack of personal initiative. Let us face it: there is never enough money. Some achievements are only possible after a certain level of investment in the universities. On the other hand, full government funding is also a thing of the past. The accumulation of a university's own resources is a relevant condition for a university. The universities fully financed by the central government are never the most competitive ones. In a well organized world of high performance, money is no longer "given," but rather "obtained" on the basis of projects that compete for resources. In one word, universities must try to secure resources through their own qualification projects, research programs, and provided services.

It is natural and realistic to talk about the money allocated to universities. It has become obvious, however, that in the universities of CEE some people that keep talking about money are the people who generate no project for the generation of their own resources and that the money issue is used here to divert attention from the necessary reforms. Furthermore, populist politicians without a program of their own are making a career of exploiting this issue and of blocking any serious reform.

But the challenge for the university comes rather from the unconventional providers of higher education. Major corporations, banks, churches, local authorities, trade unions, and citizen groups organize classes, training and retraining programs, colleges, faculties, and even universities. The traditional European university has lost its monopoly over higher education.

The solution for universities is not to disregard or minimize the increase in the number of higher education providers. The increase in the number of higher education providers is an ongoing phenomenon, and it is proportional to the absence of reforms or restructuring initiatives in the traditional universities. This increase can only be counteracted by adopting the managerial methods employed by private enterprises and adapting them to the needs of the university. A university can live up to its name only by remaining in constant movement and by showing initiative.

The educational profile of the university must be clarified and in some cases radically redesigned. If we look at the situation of Romania, we notice that we need more students (only in the year 2000 did Romania manage to leave the group of the countries with the smallest number of students per total population and joined the "second league" of European countries!); that the development of civic skills (the ability to systematically formulate and test hypotheses, to argue, to comprehensively approach an issue, to take up civic initiatives) is a major priority; that one cannot provide competitive training without foreign languages and without participation, with original projects, in the innovation process; that existing teaching methodology and pedagogy must be reconstructed; and that book reading should be revived.

Higher education has become—in its basic, undergraduate form—a "mass" education, and it will continue to develop in this direction. More young people should be given the opportunity to enroll in academic colleges and faculties. Their assessment should not be made upon enrollment, but rather during undergraduate and graduation exams. Otherwise we shall remain faithful to the system of eastern socialism, where it is difficult to be accepted by a university, and only after "tough" exams, but later the competition is merely bureaucratic, in pursuit of a large percentage of graduates. In fact, all analyses show that the training level of undergraduates depends upon what students do, upon the quality of courses, seminars, and the curricula, and not so much upon the classical entrance examinations, which are always corrupt and inconclusive. Furthermore, in Romania it has become obvious that universities that fail to operate an effective reform limit the admission of a larger number of students by invoking a quality level that they never achieve anyway, for they do not adjust their structure. In the universities, the real challenge now is to distinguish between qualification levels—degree, master, doctoral—and introduce thorough professional selectivity at the higher levels, the levels of authentic professional competitiveness and creativity in our time. The measure of a university will be given by the value of its master and doctoral programs.

> Without some marked structural changes, the higher education sphere of the region (CEE) cannot fulfill the requirements of global competition in the rapidly emerging knowledge society.

After 1989, many academics of Eastern Europe confused the study of social sciences with ideological indoctrination, and ended up virtually eliminating these sciences from the curriculum. It is also true that most of those who taught such disciplines were not specialists, but mere propaganda officers. However, the study of sociology, philosophy, management, and political organization is essential for students, and universities should organize it properly. The social sciences that need to be cultivated are radically different from those we used to have prior to 1989, and the professors called upon to teach them can by no means be at that level of training. Above all, however, a performance university is that where students can integrate their specialized knowledge into an outlook that enables them to skillfully and systematically approach the problems, to formulate hypotheses and put them to the test, to examine conflicting points of view and argue opinions, and to bring in new perspectives and solutions.

University training, apart from being organized at at least three levels (degree, master, doctoral), is also being radically restructured along the paradigm of lifelong learning. The traditional assumption whereby what we learn in college is quite enough for the rest of our life has been proven wrong. A qualified person is not one who gets good marks and wins irrelevant contests, but rather one who can learn and redefine his training. At any rate, the university can achieve a high level of performance only by developing learning skills and by opening and maintaining a climate of constant innovation.

The performance of a university is measured by the extent to which it develops the ability to critically examine its own institutional and general culture. This had turned multiculturalism and

interculturalism into the main pillars of intellectual relevance. Universities are related to the cultivation and the promotion of outlooks on the human, social, and cosmic world, but these very outlooks are grounded in a critical examination of traditions, in learning from better experiences, and in a constant pondering of the consequences of various visions.

In its turn, the cultural profile of universities is today being put into question. Students must be trained so that, at the end of the very first cycle, they possess the abilities, skills, and competencies enabling them to embrace and solve concrete problems. Their training must be oriented towards the concrete demands of technology, economy, administration, and culture. A true specialist must be able to organize and solve concrete problems.

The opportunities for study in the university colleges and faculties should be expanded, and the number of students should be increased. Without such growth, it is not possible to accomplish the society of knowledge to which we aspire today. However, this does not mean that the number of universities should be increased in any circumstances and by all means. It is only the poor countries, those which postpone the actual reform of their economy, administration, and education, that increase the number of universities without fulfilling the preconditions (teachers, infrastructure, etc.). In fact, the number of universities does not even matter and today this indicator rather shows a poor cultural level, a misunderstanding of what a university stands for and the acceptance of a disgraceful populism. Successful universities require a concentration of resources and opportunities for intellectual development (libraries with a long-term tradition, famous professors, active laboratories, etc.), so that it is preferable to have a concentration of larger restructured and active units, or to set up branches of the major domestic or foreign universities, than multiplying the number of universities in the absence of vital infrastructure (libraries, academic staff, laboratories, etc.).

The heads of departments, deans, or rectors were traditionally chosen from among the scientific personalities of the university concerned. They performed their tasks paying great attention to enforcing existing regulations and to passing on the institution without any significant changes. In fact, being a dean or a rector meant just representing the institution on festive occasions. The performance of the tasks involved was mainly symbolic.

Successful universities today have changed and are constantly undergoing a process of change that comes from inside; that is, they do not wait to be changed under the pressure of events or under an external command. The competitiveness of a university depends nowadays on the changes within that it has performed or continues to perform. There cannot be any real competition where academic leaders are content with just evoking the glorious past of the institution, its prestige at a certain time, its history, and the personalities that had once represented it. What matters and shall matter more and more for the effective competitiveness (not just the imaginary one!) of a university is efficiently generating new solutions.

Describing the experience of the best American university, James A. Perkins published in 1965 *The University in Transition*, in which he states that the university has "three main missions" to accomplish: scientific research, education, and service to public life. Consequently, the debates focused on the idea of a research university, which proved to be a better solution than the traditional university for education as well. Perkins states, "The modern research university is a company employing specialists whose aim is to discover and share knowledge, having the responsibility to realize that such knowledge is to be used only to improve human life." This university is oriented to discovering (rather than acquiring) knowledge, to sharing knowledge rather than to the traditional transmitting. In this context a university becomes a community permanently committed to self-evaluation and renewal by means of conversation and dialogue and of a partnership between generations with a view to discovery and exploration.

Given that the budgets for higher education have been reduced, that globalization is growing, that the demands for effectively using public funds are higher, that there is a need to adjust to the labor market, and that there is now competition between universities, it has become compulsory for the traditional university to change radically in terms of management. The solution of the entrepreneurial university has proved to be a better alternative. In *Creating Entrepreneurial Universities: Pathways of Transformation* (1998), Burton R. Clark depicted the entrepreneurial university with the following features: "Strong personalities in central administration"; "the most influential actors should be in the Senate"; "a leading team with clear ideas"; "setting up professional offices: technological transfer, industrial contact, development of intellectual property, continuous training, obtaining resources, alumni organization"; and "diversified sources of funding: state budget, research, campus services, tuition fees, contributions from the alumni."

The roles of the dean and rector are no longer symbolic; they have become management roles. The challenge coming from the research universities and entrepreneurial universities can only confirm the managerial essence of these tasks. It is apparent that when these tasks are performed in the traditional manner, as essentially academic and symbolic tasks, the results are limited and non-competitive. It is only by performing the roles of dean and rector in a managerial way that we can achieve the developments required by competitiveness.

The appointment of university management is regulated in Romania by the Education Law (1995, as republished in 1999). This law provided for a solution—the democratic election—that enabled separation from the corrupt system under Ceausescu's regime before 1989, and which relied on deans and rectors being appointed by the Communist Party. However, the solution proved it was not enough to guarantee, at the leadership level, a sufficient number of universities able to take Romania out of crisis and poverty and make it competitive at the international level. Therefore, I suggested amendments to the legislation and to the subsequent regulations in compliance with the aim of reorganizing the appointment of university management in the spirit of a new solution combining election, competition, qualification, and the contractual basis.

Are there countries that have changed their legislation on university management from a system similar to the one stipulated in the Romanian education law to a system combining election, competition, qualification, and the contract? I shall not refer to the outstanding and classical example of the U.S., where the competition-based system has been in force for such a long time, where the candidates are assessed by the board of trustees, and everything relies on a contract. I shall not evoke here the evolution of many countries towards a "professional" academic managing board and to appointing this team by procedures aimed at preventing populism, inefficiency, the absence of relevant programs, and amateurism. I shall refer to the recent German experience, which is the classical example for university self-government (Selbstverwaltung). In the late 1970s in Germany, there was an evolution from the famous Ordinarienuniversität, consisting of the assemblies at the level of the faculties and of the university, to the Gruppenuniversität in which the managing board is set by the joint action of four "groups" (professors, students, other staff engaged in teaching and research activities, and other employees), among which the "professors' group" plays the most important role. I shall also refer to the changes in the Dutch legislation, stipulating the reinforcement of the role of the board of trustees, and to the changes in France that all lead in the same direction of adjusting to the stakeholders' society. I would also mention the recently adopted Universitätsbundesgesetz of Austria, in which the inspired solution of the double legitimacy (through elections by a body and through selections by a Universitätsrat), is promoted. In many European countries, over the past few years, the tendency has been towards a more professional academic management, towards opening the competition to candidates from other universities and to foreign citizens, and towards performance and competitiveness-oriented procedures. ❑

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Improving the European University Environment

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Czech Republic

The Salzburg Seminar's Universities Project has been a very important tool for change within the Central and East European (CEE) area. The very special environment formed on its premises at Schloss Leopoldskron provided a unique setting for intensive discussions and interaction between leaders of various levels from universities from post-communist countries, other European universities, and most importantly from American universities.

There are several reasons why this interaction cannot be compared with other events in which universities from CEE participate, and why the mission of the Salzburg Seminar contributes to the improvement of the European university environment. American higher education can serve as an example of an educational system combining a pragmatic approach to education as a device for professional development and for career opportunities, a first-class research environment aiming at the finest research in both science and the humanities, together with the idea of providing service to the community within which the individual institution works.

With changes occurring after 1990 in CEE countries, there was one undisputed element in the effort to restore university tradition. This element was the need to reinstate research activities as an important part of university core business and to undo some of the harm caused by the communist regimes by separating researchers, scientists, and innovators from the regular teaching environment at higher education institutions.

These changes were often associated with nostalgia on the part of the people inside the institutions themselves, nostalgia for the nature of their institutions from the distant past before communist takeovers happened in their countries. The idea of a university that resulted from this nostalgia was often the "ivory-tower" of learning that had little, if any, relevance to the world of business and managerial practices. Higher education in the rest of the world had transformed itself into a mass-education business driven in substantial proportion not only by the abstract value of academic research, but also by the relevance of the university experience and by the scope of the population that was able to be accommodated. Universities transformed themselves into knowledge factories producing the most valuable output of all that can serve their communities, the educated citizen.

The topics included in the UP nurtured faster development of CEE universities into self-governed academic institutions with greater amounts of responsibility towards the society in which they function. The UP has provided sessions focused on internal mechanisms used within American academic institutions, with much of the emphasis placed on the diversity of the American experience. Policy formation, managerial structure, consensus building, leadership development, diversity of institutional missions—these were some of the issues discussed and examined [at UP symposia] which traditionally did not have a firm place within CEE higher education institutions, yet familiarity with these is crucial for future development.

UP meetings were a unique opportunity to brush away inertia, and to provide the necessary amount of resonance and mutual support needed for difficult reform strategy.

For reform-spirited university leaders from the region, these meetings provided useful opportunities for discussing topics with similarly minded colleagues from other institutions. University environments tend to be inert and conservative, with professors usually narrowly focused on their academic disciplines and often more on the side of the brake than the accelerator. UP meetings were a unique opportunity to brush away some of this inertia, and to provide the necessary amount of resonance and mutual support needed for difficult reform strategy.

University administration previously had a strange position during communist times, with its task often being very antagonistic to the mission that the university should fulfill. The issues discussed during UP sessions helped to bring up a new generation of university leaders with the potential to contribute to their academic institutions. The fact that people with different levels of seniority from each institution participate in the sessions over the duration of the Project helps to build a critical mass of people tuned to the same change wavelength.

The VAP adds an on-site dimension to the residential part of UP program. Short visits of experts cannot serve as full evaluation missions, or full-fledged external evaluations, yet they can be surprisingly effective in reinforcing internal dynamics of change within the CEE higher education institutions. Overall changes in higher education come hand in hand with unpleasant side effects. Changing from elite to mass higher education is associated with rapidly falling per-student levels of funding across the region. Lack of funds and newly emerging opportunities in the private sector generate strong negative pressure on young faculty members, often leading to rapid aging of the academic personnel. Effects of this kind can negatively affect the process of change because they can serve as ammunition to those claiming that keeping things unchanged would ensure stability and that the need for change is not something that should be followed. An external review that is focused on a select set of topics adds to the positive feedback which reform-minded university members need in order to build a general consensus about the nature of change. This helps to make any reform sustainable and to ensure that its effect will last even when a particular set of institutional leaders leaves their offices.

The UP does not bring money to universities in CEE. Even though complaints about inadequate funding, uncompetitive salaries, insufficient library funds, and the lack of modern experimental equipment can often be heard as the most pressing troubles in higher education institutions in this region, it is the lack of efficient change management and institutional reform strategies employed inside of these institutions that creates an even more important problem.

The UP brings in the necessary experience and expertise of a very diverse group of university administrators and educators. Discussions, workshops, and seminars undertaken during the course of UP sessions serve as a powerful catalyst. They do not come with ready-made solutions and recipes, but they help all participants to think their own approaches over, to weigh the pros and cons of the experiences of others, and to synthesize approaches to their institutions that best serve their needs.

Thinking about my own experience with the UP and how it has contributed to broadening the perspective of my understanding of my own institution as well as the general trends and directions for future development, I don't think I can be grateful enough to the Salzburg Seminar for initiating and keeping this program running. The task of restoring the academic environment in CEE is far from over. I sincerely hope that the unique experience from participating in the UP will be a similarly inspiring experience for many colleagues from other universities in CEE. ❑

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Leadership in Context: A Transatlantic View

Madeleine F. Green
USA

As I prepare for my second university visit for the Salzburg Seminar's Visiting Advisors' Program, I am once again reminded how powerful—and how different—the historical and cultural contexts are that shape universities around the world. I also am reminded how difficult it is to see the invisible cultural assumptions and the mental models that we use to define our own educational systems and instinctively frame our views of other systems. Much of the richness of these encounters, for both the hosts and the visitors, lies in the opportunity for both parties to see themselves as others see them, and to expose to daylight the underlying beliefs and assumptions that shape our thinking and actions. This process of making the unseen manifest and articulating the unexpressed poses enormous challenges, yet promises great rewards.

The concept of leadership provides a rich illustration of how culture shapes what we focus on and how we approach the topics we consider important. It is no accident that the United States has produced a vast literature on leadership, both scholarly and popular. Americans are engaged in an ongoing romance with the topic, and higher education is no exception. Indeed, higher education literature is replete with studies and personal narratives on leadership, reflecting the wider cultural interest in the topic. American individualism prizes exceptional people—leaders—in politics, business, community affairs, and other walks of life. Another explanation lies in the public visibility of college and university presidents and the important role that they play as change agents. Unlike university heads in many other systems around the world, those in the United States are executives more than academic leaders or first among equals. They are selected by boards of trustees who represent the community and the public interest. Simply put, U.S. college and university presidents are expected to be leaders.

While the U.S. context for academic leadership might suggest that the role of a president is profoundly different from that of a Russian or German or Spanish rector, there are striking similarities. One set of similarities stems from some universal qualities of higher education institutions—one of the earliest global institutions. The preoccupations of physicists or literary scholars, and the issues that define academic life, whether in the United States, France, or Hungary, have much in common. We have seen this firsthand at the Salzburg Seminar and in the international work of the American Council on Education (ACE).

Since 1989, the ACE and the European University Association (EUA) have organized biannual meetings of presidents, vice chancellors, and rectors. In recent years, the Association of Universities and Colleges of Canada (AUCC) has joined as a co-sponsor. The "Transatlantic Dialogue," as these meetings are called, has been characterized by increasing ease of communication and a growing sense that the fundamental leadership issues faced by participating university heads are similar. This was not the case when the Transatlantic Dialogue first convened more than a decade ago. At that time, the World Wide Web did not exist and e-mail use was in its infancy. The sharp differences among national contexts provided few common bases for discussion. The geopolitical situation was entirely different from the one that would exist half a decade later. The Berlin Wall was still intact; the

Eastern Bloc countries were still part of the Soviet system. The North American Free Trade Agreement was in its early stages, as was the European Union, which was viewed as a zone of economic growth set up against Communism. The World Trade Organization had not yet been born, and the idea that higher education might be traded under the General Agreement of Trade in Services (GATS) was inconceivable.

In higher education, North American institutions were entrepreneurial and customer-oriented, doing business in a pragmatic world of public relations and money management that was alien to their European counterparts. In continental Europe, the ministries controlled universities' destinies, and the rigidities of centuries-old traditions of teaching and learning were difficult to loosen. The concept of the "European dimension" of higher education was just emerging. The appointed North American presidents saw themselves as leaders, the elected European rectors as first among equals. In brief, a little more than a decade ago, the Atlantic Ocean represented a formidable distance between European and North American higher education, between the Old World and the New.

By the time the seventh Transatlantic Dialogue was held in 2002, the picture looked quite different. Technology was a given, and competition—long established in Canada and the United States—was gaining ground in much of Europe. Everyone was struggling to define globalization and to understand its implications for their national systems and for the higher education enterprise as a whole. The fundamental challenges—especially those created by the new environment of technology, globalization, and competition—seemed remarkably similar to those encountered by all the institutional leaders participating in the seminar.

While these three issues—technology, globalization, and competition—were the ones dealt with at that particular meeting, they are by no means the only common ones faced by university leaders. Society's expectations, accountability issues, quality improvement, and curriculum reform are but a few of the many substantive areas that both North American and European leaders face. Equally striking in that meeting were the similarities in the leadership roles played by presidents, vice chancellors, and rectors—the "how" of leadership uniting them as much as the "what." Given the differences in national culture, traditions, and history, these points of commonality could have turned out to be only superficial ones. Could there really be significant similarities between U.S. presidents, with their public roles and corporate trappings, and European professors who take their turns as elected rector?

Leading any kind of serious change at a university requires patience, skill, good judgment, and luck. It is not enough to have good ideas; it is the ability to implant them in others that creates a sense of ownership and shared purposes.

During the last decade, much of the U.S. discussion of leadership—both in higher education and in other realms–has focused on the leader as enabler, catalyst, and steward. In fact, the dominant U.S. model of academic leadership has moved closer to the European concept. As colleges and universities grow more complex, with more stakeholders demanding their say in institutional matters, the ability of any single person to know enough or have sufficient reach to direct matters in far-flung corners of the institution is very limited. The "knowledge society" is redefining leadership in many spheres, emphasizing participation, networking, and a flattening of traditional hierarchies. This view of leadership presupposes that universities are democratic institutions, in which decision making is shared and faculty have an important say in policy matters and enjoy a high level of academic freedom in their teaching and research. It also rests on the assumption that in such democratic institutions change cannot be decreed. Many different stakeholders want a say in their future and have the ability to block changes they see as detrimental to the institution or inimical to their self-interest. Thus, leaders must make the case, enlist supporters, persuade, cajole, guide, use outside levers for change, and create structures and incentives that will move the agenda forward. They herd frogs, as one bit of academic humor puts it; they rarely march at the head of the parade.

The foregoing description will resonate with university heads on both sides of the Atlantic. Certainly, important variations in the academic environments exist across nations, including the roles of senates, councils, and the extent to which presidents or rectors control institutional resources. And indeed, U.S. presidents and British vice chancellors have more formal authority than their elected peers in continental Europe. But those caveats do not negate the reality that presidents, vice

chancellors, and rectors have little power in the conventional sense. They have little control over the behaviors of faculty members, and even less over their values, attitudes, and preferences.

Leading any kind of serious change at a university requires patience, skill, good judgment, and luck. It is not enough to have good ideas; it is the ability to implant them in others that creates a sense of ownership and shared purposes. Strong convictions by themselves do not convince others. Rather, their acceptance will depend on the leader's astute judgment of when to present these opinions loudly and clearly and when to take a back seat and let others lead the way. Leadership by definition is not a solo act; it is exercised in relationship to others, who choose to follow (or rather, join the leader) or not. It is the choice of the followers that defines leadership in a democratic system or organization such as a university.

This view of the role of the leader was underscored in a recently completed project of the ACE that I directed and the W. K. Kellogg Foundation funded. It involved twenty-six institutions that were working on deep changes. Each institution had its own change agenda: some were striving to create a culture of accountability, others aimed to become truly learner-centered institutions, yet others sought to overhaul the curriculum. The fifth of five publications that emerged from that project described what we learned about change over five years of observation and consultation with these colleges and universities. *On Change V: Riding the Waves of Change: Insights from Transforming Institutions* (http//:www.acenet.edu/bookstore) was written about U.S. institutions for a U.S. audience. Yet, when we shared it with colleagues in Europe, Asia, and South Africa, the findings and the language we used regarding leadership and the change process resonated with them. In our conclusion, we note that "we keep rediscovering that change is a very human process, requiring people who define themselves as the experts (be they faculty or administrators) to become learners. In so doing, they become newly vulnerable, confronting the fear that accompanies the loss of control and the pain of being uncertain of finding oneself in the new order." That human side of academic leadership creates common ground for university leaders. Their shared work, undertaken in different countries and cultures, lies in managing the personal difficulties that people experience when undergoing change, in living the principles one espouses rather than merely pronouncing them, and in creating a vision of a common good that places self-interest in a larger perspective.

The challenges facing higher education around the world are becoming more complex. The modern university is part medieval guild, part modern corporation, part political system. The leadership tasks are formidable. The search for common ground, with respect to both substantive issues that leaders confront and the ways in which they, as leaders, deal with them, is an important way to promote collaboration and solidarity among higher education institutions around the world and among their leaders. The opportunities for reflection and continued learning are all too rare for today's university presidents, vice chancellors, and rectors. Yet, as such initiatives as the Salzburg Seminar's Universities Project and ACE and EUA's Transatlantic Dialogue amply demonstrate, much stands to be gained. ❑

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Moscow Institute of Physics and Technology (MIPT) and the Problem of University Leadership

Nikolay N. Kudryavtsev and **Nikolay V. Karlov**
Russian Federation

Moscow Institute of Physics and Technology (State University), also known as Moscow Phystech, was established by the Soviet government at the very beginning of the Cold War in order to provide the military industrial complex of the U.S.S.R. with highly qualified, fundamentally educated engineers and scientists for R&D studies in science and high technology. Viewed as an institution set up against the military industrial complex of the U.S.A., Moscow Phystech, from the point of view of authorities, was not envisioned to be an academic leader. The educational authorities did not want it to be the first among equals, nor the "strong man with imagination and vision," able to play the important role of a change agent.

Having in mind short-term objectives and thus a limited field of viewing, the authorities on a small scale were almost right. But they have been absolutely wrong strategically and on the large scale. And this was the main cause of the serious problems of many Soviet higher education institutions except for Moscow Phystech.

The MIPT founding fathers were wise enough to include into the Institute Constitution an item granting great managerial power to the so-called Council of Coordination, or the Board of Coordinators. The task of this Board is to make decisions concerning the Phystech development strategy, to discuss the department and chair structure of the institute, to determine the main items of the curriculum, and, last but not least, to make strong personal candidate recommendations for the office of the rector. The candidate nominated by this Board is elected to office with an excellent score. The rector elect should be confirmed in the office by the federal minister of education, to whom he has to report officially and to whom he is obliged to render the full account of federal money spent by the institute.

The issues and problems that in the long run define the academic life of Moscow Phystech, however, are discussed and solved by the Board of Coordinators. This is due to the fact that members of the Board (about twenty people) are distinguished scientists, full members of the Russian Academy of Sciences (RAS), and are very well known in the world of science and technology for their achievements in fundamental and applied science. They also enjoy a very good reputation and have the inspiring experience to run the resulting private and public R&D.

From the very beginning academician Peter L. Kapitza, Nobel prize winner, fellow of the Royal Society of London, member of the U.S. National Academy of Sciences, and the founding father of Moscow Phystech, served as a chairman of the MIPT Board of Coordinators. He was a very important person indeed, and his influence was evident to everyone including the highest educational officials. Under such an aegis, Phystech flourished and bloomed.

The last decade changed almost everything. New times generate new challenges. It is easy to name many issues that university leaders face. Some of them have a very specific, national nature; some are internationally common. And we have to be careful in our classification. Some of the challenges we have to meet are as old as education itself. They are common to all of us, these eternal issues of competition, accountability, quality improvement, curriculum reform, and so on, and they are more or less being successfully dealt with.

The really new issues are the issues related to the globalization of world economics and the tremendous achievements in technology during the last decade or two. But these new issues as well as the old ones listed above are secondary in nature. The only common fundamental challenge of primary nature facing the leaders of the educational business is the issue formulated by the question: how to meet society's expectations? Finally society is paying the bill. So society is asking the most essential question: what is education for?

And the payer calls the tune. The main task of the MIPT Board of Coordinators is to eliminate the possible discrepancy between the social expectations and the educational results, both by adding some new overtones into the voice of society and by soft tuning the university orchestra. The current chairman of the Board is the prominent scientist, Vice-President of the Russian Academy of Sciences, Director of the P. L. Kapitza Physical Problems Institute of the RAS, academician Alexander F. Andreev. Recently under his presidency the Board discussed in detail the vitally important question of the development strategy of the MIPT for the years 2003–2005.

The Board states that the strategic aim (main function) of the Moscow Institute of Physics and Technology is to provide the research institutes of the RAS, as well as both state and private industry research institutes, with graduates with the highest possible qualification in basic science and high technology. This affirmation has been made assuming that the development of basic science and high technology in Russia may continue only with the support of the scientific potential of the RAS, State Research Centers (SRC), and Industrial Research Organizations (IRO), both private and public. This development should pass the stages analogous to having occurred in any developed country and will be characterized by the commercialization of scientific activity and strengthening of intellectual property rights. On the other hand, the country's educational system will continue to be reformed by integrating the scientific industrial organizations, and by the commercialization, standardization, and strengthening of the purpose-oriented training of graduates.

The Board states that certain weakening of the Institute occurred during the 1990s primarily due to global social processes in the country. This weakening affects the Institute's infrastructure, the

faculty, and the fundamental principal of the Phystech, namely that of purpose training. The Board of Coordinators formulated a set of goals, as well as methods for achieving them, to ensure the realization of the Institute's main function. Those are:

1. To restore the main principle of the training of graduates, having in mind the interests of public and private employers listed above. This should entail the transformation of the graduating (so-called basic) cathedras for students from being narrowly discipline-based only to preparing graduates for employment. Future employers should share the expense of training graduates.
2. To take part in the realization of the state (federal), regional, and ministries level programs to graduate specialists.
3. To fortify the organizational unity of the Institute as the key element ensuring the realization of the development strategy.
4. To modernize the curriculum. Concentrate the necessary resources to support the teaching of the same for all the departments of the Institute's nucleus of fundamental disciplines, which determines the basis for the MIPT direction of training applied mathematics and physics. Bring into accordance with modern demands the content and teaching technique for the fundamental disciplines' nuclei as well as those for the institute, department, and graduate courses, and to modernize the laboratory facilities.
5. In other licensed directions of training, to begin to teach on the basis of the federal budget money. Curricula should be broadened by introducing more fundamental mathematics and physics.
6. To develop the paid teaching of students for main and other directions of training. To ensure the uniform and high performance on entrance examinations of all students enlisting in all directions of teaching at the Institute.
7. To use modern telecommunication technology to improve the system of attracting high school students to the Institute.
8. To develop a post-BA degree, an MBA program, and additional forms of education on a commercial basis as other options for students to pursue.
9. To enlarge the possibility for scientific and production activity for Institute staff, creating "learn and study" centers and collective use centers.
10. To fortify the staff of the Institute by attracting young people. To solve the housing problem.
11. To develop collaboration with large Russian and foreign companies active in high technology, realizing joint ventures and developing the Institute infrastructure.
12. To develop collaboration with Institute alumni, thereby encouraging more active participation from their side in Institute life and realizing possible financial support.

We hope that providing this statement accepted on September 26th, 2002, by the Board of Coordinators of the Moscow Institute of Physics and Technology (State University) will assist readers in understanding our problem of university leadership. ❑

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"Free" Higher Education: Who Can Afford the Myth?

D. Bruce Johnstone
USA

The fall of Communism in East and Central Europe, Russia, and the other countries emerging from the former Soviet Union has left an ideological legacy of public entitlements that is quite unmatched by the declining fortunes of most of the governments. One of these is the belief that higher education ought to be free: a belief that in many former Communist countries is enshrined in the various "framework laws" or even constitutions. At the same time, the depleted treasuries and the surging competing public needs, many of even higher priority than higher education, have devastated most university budgets, at least those portions that come from tax funds. As a consequence, faculty pay has fallen badly, and there are few if any funds (at least not from the government) for new equipment, libraries,

construction, rehabilitation, or even routine maintenance. Moreover, there is limited capacity for the expansion of enrollments beyond those relatively few so-called budgeted students, who are essentially the same as those who have always pursued education beyond high school. Nor are there sufficient funds for the universities to play the roles they should be playing in the critical retraining of workers, managers, and professionals, or in the tasks of building democratic societies and restoring environments and public infrastructure.

What is remarkable about the universities of the transitional countries is how relatively robust and still effective they are given this public disinvestment. There was and still is, of course, extraordinary—if somewhat uneven—academic quality in many of the Russian and other former Soviet universities before the fall of the Communist government, and it has been heartening to see how resilient and proud these universities and their faculty and leaders remain, and how successful they have been in obtaining non-governmental revenues. But they are "making it" in spite of governmental policies—not simply the lack of financial support, which is probably inevitable, but policies that hinder more effective revenue diversification through tuition fees.

Higher education, of course, is nowhere free. On the contrary it is extremely expensive—in terms of manpower, facilities, technical equipment, and the maintenance of students. And the universities in Russia and many of the other formerly Communist countries are especially costly because of their very low student-to-faculty ratios (the high cost of which today is disguised only by the very low faculty salaries). But like other expensive things under centrally planned and publicly owned production, higher education only *seemed* free, in part because neither the students nor the parents had to pay, and also because most of the taxes had been taken out all along the production process, leaving the citizens in the end feeling relatively untaxed, but very badly paid and generally unaware of the fruits of their labors that were going to the universities.

To many people and politicians, higher education still ought to be free—in spite of the fact that it is costly and can no longer be sufficiently supported by governments.

But to many people and politicians, higher education still ought to be free—in spite of the fact that it is costly and can no longer be sufficiently supported by governments. So "free" it is—for those relatively few who get in by the rigorous competitive examinations, and who, unsurprisingly, tend disproportionately to be the sons and daughters of the professionals, the emerging middle and upper middle classes, and higher ranking government officials. For all other, at least for those who are able to pay, there remains entry on a fee-paying basis, a percentage of the student body in Russia that is reported today to be (depending on the university and the program) upwards of one-half of the students.

In this way, the government and the universities can claim to be adhering to a tradition (or a legal requirement) of "free higher education," at the same time allowing an absolutely necessary and not insubstantial cost sharing by restricting the number of students who are entitled to the free higher education and encouraging the entry of the fee payers. In Russia, which still adheres nominally to free higher education, tuition fees are already accounting for an estimated 25 to 30 percent of university revenues via this tuition-paying track. The "dual track" tuition fee policy, then, has the advantage of allowing tuition fees through a kind of loophole, thus undoubtedly lessening political resistance and not having directly to abandon the myth of "ree higher education.

At the same time, a dual track tuition fee, by simple arithmetic, requires a higher tuition fee from those who do pay than a "single track" tuition fee policy would require from all students in order to raise the same net tuition fee revenue for the institution. A dual track tuition fee policy seems to present a disincentive for the government to increase the number of so-called supported places because the institutions may have already filled themselves to capacity with the addition of the "self-pay," or nongovernmentally-supported, students. It magnifies the stakes of the single entrance examinations, and raises the possibility (and thus inevitably the suspicion) about the fairness of the examination process, particularly when the university is happy to provide preparatory courses for its own entrance examination (of course, for a fee). Finally, there is the simple awkwardness of charging different tuition fees to students (or tuition fees to some students and not to others) taking the same programs who may in fact be very similar in actual ability or "worthiness," but merely happened to have received slightly different scores on a single entrance examination. In other words, it is almost inevitable that many of the academically top-performing of those required to pay tuition fees (i.e., the best of those not quite good enough for the free tuition places) will outperform the academically lowest-performing of those who pay no tuition fees.

Very many faculty and university leaders support the dual tuition track out of a belief that it is appropriate for the state and the university to reward the best applicants. But aside from the satisfaction that all of us get from knowing that virtue is being rewarded, there is no evidence that students work harder or otherwise perform better in their academic secondary programs because they want to be educated for "free." More than likely they perform well because they are academically and otherwise ambitious and because they have been brought up that way.

The U.S. has much the same problem in the large number of politicians and leading citizens who prefer to use scarce financial assistance funds to reward good high school behavior (rewarding those who acted like they did when they were young!), rather than to fund adequately the need-based financial aid programs that have been designed to make a difference in the enrollment behavior of students, and thus to contribute to the greater accessibility of higher education. And this myth of the free higher education is also not so very different from the policies of the Germans who also cling to the ideology of free higher education in the face of the apparent inability of either the Federal or the Lander governments to fund adequately the enterprise.

The difference used to be that the U.S. and West European economies could better afford the myth of free higher education. But even this is no longer certain. Better to establish an appropriate policy of sharing the costs of higher education, and attend to the vital political and social goal of expanding participation through targeted grants and generally available student loans. ❑

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A Perspective on Change and Management at the Institutional Level

Anthony W. Morgan
USA

As higher education moves into the twenty-first century, the dominant financial issue of the late twentieth century for universities continues front-and-center, i.e., declining governmental subsidies and the search for new sources of revenue. "Diversification" of revenue sources is the buzzword and the "entrepreneurial university" and "academic capitalism" have worked their way into the academic lexicon. The intensified search for new revenue places substantial pressure on university presidents and rectors, and that search tends to dominate any discussion of finance today.

But as Bruce Johnstone has pointed out, there are limits to diversification of funding sources. At the institutional level, perhaps we are placing too much emphasis on new revenue rather than examining fundamental assumptions that drive our costs. After all, universities have long-suffered from what Howard Bowen long ago called the "cost disease," or increases in rates of expenditure that exceed growth in a nation's economy and productivity.

My thesis is that universities' preoccupation with diversification of revenues will soon reach its limits and that we will be forced to focus more on the expenditure side of the budget. It is not that we have totally ignored the expenditure side, but we have tended to play around the edges of short-term efficiencies rather than take on fundamental assumptions and structures we hold dear. We have all faced short-term financial crises before and hope that the declines in proportion of governmental funding will be only short-term—that governments will restore what has been eroded. While it is always difficult to know whether a short-term trend will become a long-term structural shift, isn't it about time that we acknowledge this trend as long-term?

One of the great benefits of the UP has been to bring higher education leaders from many countries together for discussions that allow us to see worldwide trends and to have some of our central assumptions about the work of universities exposed to the scrutiny of those who may not share the same cultural assumptions. This, I believe, is the power of comparative work. Every country and every culture has its

own set of shared assumptions, often not articulated, about what constitutes a quality education, and we are often limited in our search for alternative paths by the subtlety and power of these assumptions.

This article is written from the perspective of an American looking at the cultural assumptions about quality embedded in Russian and Eastern European universities. We Americans have an equal number of such assumptions that shape and limit our strategies for institutional change. But space limitations constrain me to focus. Let me mention here only four sample areas where assumptions about quality limit the thinking and strategies of Russian and Eastern European universities about changes that might be made on the expenditure side in order to cope with long-term revenue change.

Student-to-faculty ratio. One of the fundamental building blocks that drives costs in higher education is the number of faculty needed to teach students—an overall institutional measure labeled the "student-to-faculty ratio" (S/F). One of the first things that struck me a decade ago when I first started working in Eastern Europe was the widely and strongly held assumption that a quality university education required a S/F ratio of around 6:1, but certainly not over 10:1. In reality, this ratio varies substantially around the world and from institution to institution. So why did Budapest Technical University have a S/F ratio of 6:1 and the University of California at Berkeley have an 18:1 ratio? Was the quality of the education at Budapest Technical three times higher than Berkeley?

Student-to-faculty ratios have significant effects on the expenditure side of the budget. These ratios remain very low in Russia. How high can these ratios be raised without seriously impairing quality? In what disciplines? Under what assumptions about how education might be delivered (lectures, clinical setting, technologically-delivered modes)?

Part-time faculty. Another important assumption made in some academic cultures is that a quality education demands that faculty—all faculty—be full-time academics. Part-time faculty are common in some countries yet almost absent (except in recently established private institutions) in Eastern Europe and Russia. American research universities (which average about 25 percent part-time faculty) also decry the heavy use of part-timers in community colleges (which average about 60 percent part-time faculty). The emergence of alternative models in Russia/Eastern Europe and in the U.S. are challenging our assumptions about the use of part-time faculty and quality. Are we willing to examine this assumption? If we are willing to modify our assumptions here, it would have significant cost implications.

> Universities' preoccupation with diversification of revenues will soon reach its limits and…we will be forced to focus more on the expenditure side of the budget.

Time. Time, as they say, is money. Academic cultures define differently the time necessary (for an acceptable level of quality) to complete a degree, major in a certain discipline, or attend classes and labs. In both Eastern Europe and Russia, I have been struck by the strength of the assumption that students must spend long hours (thirty to thirty-six hours per week) in class, by the highly prescribed curriculum, and by the lengthy period of time required to qualify for a major in a discipline. This model of "oral transmission of knowledge" is costly. Is it worth the cost or are there alternatives?

Research-teaching connection. A core assumption in most universities across cultures is the Humboltean notion of the inseparability of research and teaching/learning. All faculty and all students should be engaged in research as they teach or learn. This has been a subject of substantial debate in Germany in recent years where financial and enrollment pressures have forced the government and universities to examine this assumption. Several years ago, the German minister of education asserted in a speech delivered to the Hungarian Academy of Sciences that "the Humboltean notion of universities is dead." That assertion elicited an audible gasp from the audience. Is it time that we examine carefully this assumption and think about structures that would differentiate roles for faculty in research and teaching?

There are a host of other assumptions that we ought to examine and perhaps modify in light of changing circumstances. I believe comparative experience and analysis illuminate such examinations. I am not implying here that the "American model" should be adopted. We Americans have much to learn from the experiences and models developed elsewhere in the world and, besides, our model is certainly one of the most expensive.

Challenging financial circumstances will force all of us to look seriously at the assumptions that drive our costs. In addition, newly emerging institutions of higher education in most countries are offering competitive, and even substitute, products that challenge our traditional degree packages. Universities are a maze of cross subsidies, and new competitors are challenging this by offering

courses and certificates that are streamlined in their costs, thereby challenging us to unbundle our complex system of bundled costs. It is difficult and unpopular for any rector to challenge or even open discussions about many of these assumptions. But how long can we pursue strategies of revenue diversification and enhancement and ignore the "cost disease" on the expenditure side? ❑

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Shifting Revenue Sources: Implications for University Priorities

Larry L. Leslie
USA

One must begin a discussion of any of the Salzburg Seminar offerings with a reflection upon the Seminar format, which is, of course, its defining trait: it is a true seminar. The number of participants in each session is carefully considered for both effectiveness and efficiency. Whereas the overall numbers allow for efficiency—that is, many participants from many (in this case) universities are involved—the breakdown of the larger group into smaller sub-groups permits the advantages of a true seminar: extensive and intensive personal interaction. Further, involvement of small teams from individual universities is a feature that contributes importantly to adoption of Seminar ideas and thus implementation of change within those institutions. These small group sessions and the social activities that grew out of them were, to me, the most gratifying features of the Seminar, in large part due to the quality and diversity of the participants. Although necessary for transmission of essential information, the large group sessions, which usually involved mass presentations, were to me useful but less rewarding. Perhaps this was because I have worked in the area of university reform for many years, but also because some of the American presenters were somewhat lacking in knowledge about European higher education. As a result, some European participants may at times have been less than fully engaged and some well-meaning advice may have been properly ignored. Perhaps most significant in this regard was lack of presenter understanding about the obstacles to change in European universities, e.g., constraints on administrators who usually are elected.

Our follow-up campus visitation at the Institute for Social and Labor Relations (ISLR) in Belarus was the first Visiting Advisors Program (VAP) visit to be conducted. The ISLR is sponsored by Belarus labor unions although it is "owned" by a husband and wife, who also are its chief administrators. Students are largely the children of the Belarus elites; the curriculum is very much oriented toward market considerations for employment of ISLR graduates and thus by implication already has implemented some of the Seminar's fundamental recommendations. The characteristics of this university accentuate the point that one needs to have a good understanding of an institution if one is to offer intelligent suggestions. Fortunately, the broad international experiences of the site visit team allowed for an intelligent dialogue with the members of the host institution, and the visit appeared to be a substantial success although we lacked concrete evidence that suggestions were eventually adopted.

My presentation to a plenary session of the Seminar was based upon the observation that current changes within universities in Western Europe, North America, Australia, and scattered other countries are being driven by changes in financing, specifically by declining support shares from governments in block grant form. I demonstrated how these financing changes were also at the root of the "reform" of higher education that largely drove the goals of the UP. I utilized our fundamental work for Academic Capitalism (Leslie, Slaughter 1997) to demonstrate that as university revenue shares from government block grants have declined, universities have sought to compensate by increasing shares from such categories as tuition and fees; gifts, grants, and contracts with and from business and governments; voluntary support; and various patent-related efforts (technology transfer). Governments see these changes as serving their national policy interests. Not only do the funding changes allow governments to direct more resources to other, pressing public needs, but they also cause universities to be more responsive to the new resource providers (Resource Dependency Theory) and, in so doing, to serve

important national interests. As universities alter their revenue mixes, they work more closely with business and industry; specifically, they are presented with incentives to bring knowledge-based technologies to market, thus enhancing national interests in the new global economy. In each of these regards, I presented empirical evidence that all of these shifts were in fact occurring; in short that university behaviors were changing importantly albeit most notably at the overall university level and for individual faculty and staff members, rather than at department levels. Put simply, universities are reducing their expenditures for purposes such as undergraduate instruction and increasing their expenditures in categories such as research and administration. Individual faculty and staff members, meanwhile, although they are working more hours, are teaching less and "researching" more, even when hours worked in these areas are controlled for the quality of that work. These university—and individual—level changes are attenuated at the department level.

Although many of these effects are positive, I raised concern about the maintenance of the social goals of universities. I doubt, for example, that many education ministries or, for that matter, voters approve of the reduced attention to instruction. University reforms are aimed at promoting national economic growth, which certainly is a goal with important social purpose. But there are many university goals that are not monetary in nature, and I expressed concern that these goals may be receiving insufficient attention as the new resource providers require universities' responses to specific grant and contract terms. Among these many goals are the social critic function of universities; the education of an informed electorate; and attention to the important, implicit goals related to study in the humanities, social sciences, and the arts. Indirectly, I argued that governments should at least maintain block grant revenue shares, rather than continue to reduce those shares. Otherwise it will be a new and pecuniarily oriented "piper" who "calls the tune" for what will become only nominally public universities.

Overall, my observation was that it is feasible for universities to serve both economic and non-economic social goals if governments maintain sufficient block grant support and carefully target their allocations. ❑

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Preparing Students for a Changing Market

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Finland

Science and technology are changing society, but the relationship also works the other way around. The way we practice science and apply technological innovations today are also influenced by the developments in current society and its numerous new demands. The main feature of our industrial or post-industrial society is the demand for high skills, not only for the few, but for virtually everybody. This is often called the knowledge-based society, but one should beware that 'knowledge' here does not mean or imply 'wisdom' by any means.

The old economy, if the use of the term can be permitted, relied largely on an unskilled workforce and on the innovations and skills of relatively few educated people and entrepreneurs. In fact, the best part of learning often took place not in schools or universities, but in the workplace and "by living it." Historically it is interesting to note that many practical fields, such as engineering, agriculture, and mineralogy, were accepted into higher education and the realm of universities only in the late nineteenth century and onwards. Many American universities, especially the land-grant universities, were often the world pioneers in this respect.

The policies based on the sole weight of natural resources may seem safe in the sense that oil and minerals in the ground and forest resources stay put, but the "brains" may move quickly in and out of the country or region. Admittedly, the new labor market is by nature a very international one, competitive and dynamic. It is dynamic also in the sense that it may not necessarily respond to any outside orders, but is mostly responsive to available human incentives. Intellectual isolation may leave the future labor market only "half-baked." Consequently, some countries may feel that it is better and less risky to invest solely or mainly in the physical part of the production, but then this may occur at the expense of human capital development. And human capital is the best resource any country and nation can have.

The new labor market for skills can thus be both rewarding and risky. First of all, it is an open market, because scientific, or high tech, skills are becoming more and more global in character. It may also pose problems, e.g., in the form of "brain drain," with apparent losers and winners, but there are certainly measures that even the "losers" can take as a long-term strategy to offset losses and even turn the tide back to their future benefit. It is not, however, only a matter for individual universities to react to the new labor marker, but it is dependent on and requires a regional "chorus" that is also supported by national policies. China, for example, is making serious efforts to lure back its best talents that have studied abroad.

Higher education has been expanding fast in the last few decades all over the world. In a sense this new pressure has taken the whole higher education sector by surprise, and the same has happened even within governments. They still seem to be at a loss as to how to react! Financing of higher education seems to be moving more and more in the direction of paying students; surprisingly, this is happening also in poorer countries. Apparently people see the future value of obtaining a higher education degree so rewarding that even high investments by individuals and families are worthwhile. The higher education sector is clearly becoming a demand-driven one.

Can we thus find or indicate any particular qualities that the future workforce needs? What is the role of higher education in shaping and nurturing such qualities? The Finnish philosopher and professor J.V. Snellman, at the Imperial University of Helsinki (Kaiserliche Alexanders-Universität in Finland) in the 1850s, wrote numerous articles for the development of academic life and teaching. His main message was directed towards supporting and fostering scientific and critical thinking in the academe. "Scientific thinking and scientific education promote the will and ability to learn by the student, while rote learning will destroy it," he writes. He also asks what is left, in five years after obtaining a degree, of the skills and knowledge that have been obtained by just rote learning and never renewed. A good attitude involves "not knowing everything yet," and thus education is a never ending process for an individual. Here Professor Snellman was already foreseeing the importance of lifelong learning, which is again a basis for the skills repertoire of an educated man and woman.

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Thus, the university and the academic community are not only the buildings and the laboratories, but in the deepest sense they involve a truly scientific, critical, and open relationship between the teacher and the student. And such a relationship is at its best a two-way street that enriches all parties involved. The learning event should be more than just a "transfer'" of old skills and knowledge from teacher to student ('the final truth'?); new knowledge should be created in such a process instead. (And this is the task for good research too.) It should also be noted that teachers in universities have already lost their old monopolies on the material they teach because the world is more open to everyone through the Internet and other means.

Narrow specialization can also work against success in tomorrow's labor market. More and more, the market is looking for general skills and for flexibility; the jobs, "they are a-changing"! And of course, social skills regardless of the academic field are becoming a "must" for the workforce. Many Russian universities, for example, are rather generously supporting the social activities, various clubs, etc. of their student bodies for the sake of their social skills!

I would argue that the way universities teach their students and the way the students learn will ultimately show in the success or non-success of a nation. Quality in higher education can also involve a number of small, everyday things! Maybe the final success of education can be "measured" by the number of free options it gives to students, including their preparation for the labor market. But people may not study and learn for the job market alone; their personal happiness and personal development are also important. This is the often hidden but crucial challenge for higher education and universities. ❑

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Global Trends in Workforce Training

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The global economy is characterized today by, among other attributes, greater flexibility in production design to meet increasingly diverse consumer needs. Computer aided technologies employing a more educated labor force involving multi-skilling, teamwork, and more participatory forms of work are concerned primarily with adding value in production through innovation by so-called smart workers. This development in turn calls for training in broad generic and transferable skills, thus enabling workers to deal flexibly with new demands, problems, and challenges.

The modern global economy thus emphasizes greater labor market flexibility and the importance of human resources as a key driving force of development. This presents the major challenge to higher education institutions for high level capacity development. If countries are to be internationally competitive, the necessity for high level skilled workers is the vital driving force. Of all the employment sectors, it is in the services sector that there has been the greatest demand for skilled labor.

In the globalized, technologically-driven economy described above, the sources of innovation and higher productivity with added value are knowledge and information dependent. Higher education institutions are the main, but not exclusive, producers and disseminators of this knowledge. Its importance is eloquently spelled out by Castells (1995): "If knowledge is the electricity of the new informational international economy, then institutions of higher education are the power houses on which a new development process must rely."

Although higher education has been concerned primarily with issues of policy and management in recent years (Yee 1995; Kent 1996), there is increasing interest and concern of the social relevance of higher education and its connection with the world of work (Teichler 1999). The assessment of the employment prospects for recent graduates is complex and difficult to determine accurately due to a number of factors:

- there is a lack of an accurate measurement yardstick;
- labor market signals change periodically;
- systematic data on graduate employment is lacking;
- the translation from education to employment has become complex and protracted;
- There is a mismatch between skills acquired at institutions and those required by the workplace;
- and insecure employment conditions have become the norm in industrialized countries.

A World Bank study in 1994 estimated that some 52 percent of people aged eighteen to twenty-one are enrolled in higher education in OECD countries; the comparable figure for middle income countries is 21 percent; and for low income countries it is 6 percent. Graduation ratios are however much lower, being 20 to 50 percent in developed countries and 1 to 20 percent in developing countries. These figures indicate that supply exceeds demand for recently qualified graduates. In its structural adjustment programmes, the World Bank in the 1980s recommended the reduction of graduates, though the International Labour Organisation (ILO) felt that this would undermine the capacity of developing nations to compete effectively in the emerging global economy (1997).

Current trends in employment and work indicate:

- a further decline in the agriculture and industrial sectors with a growth in the service sector;
- shrinkage of growth in the public sector with growth in the private sector;
- an increase in the informal employment sector;
- significant changes in the job structure and skill requirements of most occupations;
- change in the structure of jobs—now more part-time, more contract, and more short-term and sub-contracting;
- shrinkage of jobs requiring low levels of formal education and training;
- and increased demand for computer literacy, new information, and communication technologies.

Recent trends indicate diversification of higher education among policymakers and experts is required in order to meet the varied needs and talents of students as well as the growing variety of job

opportunities for graduates. The UNESCO policy paper (1995) describes diversification in terms of institutional type, size, academic profile, level of study, student body, funding sources, and propriety status. The comprehensive research university has been the "gold standard," which every country aspires to establish. The key question is whether any country could afford a mass, high quality research university system, let alone developing countries (Trow 1973). The post-colonial model inherited from the French and British systems has underpinned the neglect of alternatives to the research university, such as predominantly teaching institutions, colleges of higher education, polytechnics, and community/technical colleges. It was predicted that by the year 2000, only one out of four workers would require a bachelors degree, mainly in professional areas such as law, engineering, and medicine, and that three out of four jobs would require some form of post-secondary education (Griffith and Connor 1994). Furthermore, workers will have to be constantly retrained for the emerging changing and competitive global economy. It was estimated in the early 1990s that many of the jobs in the U.S. economy are created by small new businesses, estimated to be 18 million in 1994 and projected to grow to 25 million by the turn of the century. The challenge for higher education is how to entrench genuine diversity, which would mean institutions operating at different levels of cost as well as of standard. If such an approach to establish a genuinely diverse system of higher education were to be adopted, it would release resources for a limited number of well funded, public, comprehensive research universities with a sound infrastructure, well qualified academic staff, and focused research activity.

Specialized professional knowledge is now becoming obsolete more quickly than in the past. This is the principal reason as to why lifelong learning is taking on increasing importance. Furthermore, knowledge derived from several disciplines is becoming central to professions and to enterprises. Despite these developments, in depth study in a given field is still considered a solid basis for professional preparation, and one must caution against the overestimation of the need for general knowledge and skills.

Higher education institutions face the following challenges if they are to respond meaningfully to both the needs of graduates and those of the workplace:

- Graduates are expected to have acquired problem solving abilities; i.e., they have to learn to transfer these competencies from the world of learning to the world of work.
- Curricula, teaching, and learning should be more applied and more practice oriented.
- Higher education is expected to provide more inter-disciplinary learning than in the past: the so-called Mode 2 knowledge in contrast to the traditional Mode1 disciplinary knowledge tackles problems of an applied nature for which knowledge from different areas has to be mobilized (Gibbons 1994). Collaborative intellectual work, quality, relevance, and accountability are its features.
- The 1998 UNESCO World Conference called on higher education to address issues of global importance, such as peace, sustainable ecological development, international cooperation, democracy, and cultural enhancement.
- Higher education is increasingly expected to foster international competencies in order to play a role in shaping the international environment: area studies, foreign language competency, comparative methods, international law, trade, and sensitivity to different cultures and to different modes of thinking.

Some 1600 institutions in the world functioning as corporate universities provide workforce training directly within the work environment and constitute a formidable source of competition for traditionally funded public universities. For example, Motorala University operates with a yearly budget of 120 million dollars, and about 4 percent of its annual payroll manages ninety-nine learning and training sites in twenty-one countries. These institutions operate (1) with their own network of physical campuses; (2) as a virtual university; or (3) an alliance with existing education institutions. While the prediction is that by the year 2010 there will be more corporate universities than traditional campus-based universities, their impact on workforce training has yet to be assessed (Salmi 2001).

There is widespread concern that teaching and learning in higher education geared to meeting immediate needs such as vocational tasks and contributing to innovation will lose its function of fostering critical thinking (Taylor 1996). Given the traditional notions of the university with its "ivory tower culture," there are still suspicions within higher education institutions that serving the world of work may betray their genuine tasks. A 1996 survey by Altbach revealed two interesting responses in this regard. First, academics consider preparing students for work and helping to resolve basic social problems almost as important as promoting scholarship and research. Second, these academics also believe that higher education is now being exposed to excessive instrumentalist pressures.

Cooperation between higher education and the world of work shows a number of trends:

- involvement of practitioners in curriculum development;
- participation of industry in advisory councils of higher education institutions;
- part-time practitioners straddling higher education and industry;
- internships for students during the course of study;
- involvement in research sponsored by industry;
- and vocational counseling services for students and placement of graduates.

Constant communication should help higher education institutions receive the signals from the world of work. Experiential learning is a powerful instrument supplementing the educationally designed cognitive learning processes. However, as Ulrich Teichler warned "one has to be aware that signals from the world of work are often biased and incomplete, short-term oriented and prone to underestimating the active and innovative role the graduates have to play in shaping the work tasks of tomorrow" (Teichler 1999). In addition, spending a period abroad such as through the ERASMUS programme provides students with new insights and intercultural skills.

In the process of expansion, higher education has to accommodate a more diverse set of students not only in their motivations and capabilities, but also in their assignments and roles after graduation. Middle level occupations, informal sectors of employment, and new ways of self-employment all have to be catered to.

In order to improve the efficiency and effectiveness of the higher and further education systems, the move towards integrated university complexes has many advantages—increased academic rigor, improved student articulation and transfer, improved systemic leadership, and reduced administrative costs.

Russian Higher Education and Workforce Training

The profound changes and uncertainty of developments in the economic, social, and political spheres in the Russian Federation pose enormous challenges for policymaking, as well as for teaching and research activities in universities and other higher education and vocational institutes. The expansion of higher education in the Soviet Union has been phenomenal since 1917. In 1914 there were 127,000 students in 105 institutions including eight universities, most of them in major cities. By contrast, in 1997 there were over 3 million students in 6,700 institutions providing some form of higher and further education (OECD 1999).

With the collapse of the former economy, the demise of the state-owned industrial sector, and the shift to a market economy, higher education, in particular vocational/professional education, has been forced to change. A number of significant changes have occurred during the last decade:

- the number of specialties has been reduced from 1,250 to 264, and the trend is to move to broader occupational groupings;
- there is greater flexibility for curriculum design and a departure from the previously designed federal models—input now comes from federal, regional, and local authorities;
- a network of courses and seminars is provided in which teachers and directors of vocational schools are taught the methods and skills of introducing new curricula and new educational standards;
- more emphasis is being given to fundamental knowledge and skills as opposed to the former emphasis on highly specialized vocational skills;
- more importance is given to competencies and occupations important to a market economy, e.g., business, economics, management, services, and foreign languages;
- and secondary vocational/professional education institutions are moving closer to higher education, e.g., affiliation with academies, institutions, and technical universities.

Russia's economy requires not only managers, accountants, lawyers, bankers, and doctors, but also technicians, mechanics, etc. It is therefore important for the educational training institutions to provide such programs and to be responsive to the changing needs of a globalizing economy.

For most students in the Russian Federation, what school they will attend is not a matter of informed choice in an open market. The lack of information for students making choices at grades nine or eleven to attend secondary vocational school or college or university is a serious problem. In

many cases their choice is contingent on what their parents or family members had always done. Once a graduate, the student faces further hurdles in seeking employment in a labor market that tends to function without transparency, or fair and open competition for jobs. Students with a wide net of connections, usually those from the higher socio-economic classes, have the best labor market opportunities. Rural students face even greater impediments in this regard and in the choice of institutions.

Employer/higher educational institutional relationships are currently characterized as weak with a few exceptions. Participation in advisory councils for curriculum design and teaching, apprenticeships and experiential learning, state of the art equipment, and upgrading of staff are all lacking. "Ideally, both educational and labour market systems should respond to one another's signals to produce a good match between the applicant and the position" (OECD 1999): the state should provide tax incentives to encourage employers to be centrally involved in the education and training of the potential workforce.

Despite modest changes, the curriculum remains highly specialized and rigid. Changes in teaching and learning methods, such as participatory learning, resource-based learning, and team problem solving are rare. As pointed out above, this process should involve employers and practitioners in the field. Furthermore, rapid technological change requires graduates with broad knowledge and a sound technical base so as to be able to readily adapt to new and changing conditions throughout their careers.

As a result of the changes in the system, a sizable number of teachers finds themselves redundant or in need of extensive professional upgrading. There is an increased demand for teachers of the new subjects such as technology, computer studies, business management, etc. The notion of "return to industry" to upgrade skills is practiced in a number of countries, such as in the Volvo plant in Sweden, and should be emulated in the Russian Federation as one of a number of methods of upgrading and retraining teachers. The upgrading of out of date equipment, the provision of relevant and state of the art learning materials, and a stable funding base are indispensable for an effective educational training system in the knowledge and technologically driven contemporary world.

In order to improve the efficiency and effectiveness of the higher and further education systems, the move towards integrated university complexes has many advantages—increased academic rigor, improved student articulation and transfer, improved systemic leadership, and reduced administrative costs.

"While no clear blueprint exists for all countries and institutions, a common prerequisite may be the need to formulate a clear vision for the long-term development of a comprehensive, diversified, and well articulated tertiary education system. This entails how the tertiary system could most effectively contribute to economic growth in the context of a globally articulated knowledge-based economy, what role various institutions would play in that system, and under what conditions the new education technologies can improve the effectiveness and expansion of the learning experience" (World Bank 2002). ❑

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Meeting the Needs of the Market

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USA

The strength of the U.S. economy in the past twenty years has depended on a dramatic growth in our own native workforce, whose productivity has been greatly enhanced by significant gains in education, both while preparing to enter the workplace and afterwards. As workers retired, they were replaced by people who were better educated than they were and able to exploit new technologies and create a different kind of workplace where innovation and change is continuous. Knowledge production and the effective use of that knowledge is now essential for organizational success, both in the for-profit and non-profit sectors. Responsible citizenship also increasingly requires a deeper understanding of cultural differences, the impact of humans on the environment, an appreciation of the influence of technology on society, and an understanding of the contributions of science and mathematics.

In a technological age, an entire nation must go to college although the goals of education and the pathways to attaining them continue to grow more and more diverse. According to a recent study by the State Higher Education Systems Officers, no nation can prosper with a poorly educated workforce, nor can it continue to compete if its workforce fails to learn continuously. This reality has significant implications for our traditional higher education institutions. They must rethink what learning means, who their students are, how to close the gap in participation and educational achievement among various sectors of society, and how to support the continuous learning that modern society demands.

As the U.S. enters the twenty-first century, we can no longer depend on an endlessly growing supply of high skills and well educated lifelong learners, both domestic and international, to fill the new jobs being created in our knowledge-based and global economy. Although our population is continuing to grow, in part through immigration and in part through birth, the segments of the population that are expanding are less likely to complete a bachelor's degree or an advanced degree and are less likely to be offered educational opportunities by their employers. In addition, patterns of college attendance are changing. Although more and more students are enrolled in a postsecondary program, the educational environment is increasing in complexity. Young people and adults have many options for pursuing a degree or for enhancing their employability and opportunity for advancement through credentialing models offered by both traditional educational institutions and new for-profit providers. We do not have much information about the quality and outcomes of these many options, especially for the science and technology skills that we most need.

Finally, although this nation enjoys the advantage of being an attractive place for international students to study and, in fact, welcomed over 500,000 such students this past year, we cannot assume that we will continue to attract many of the best and brightest students from other countries or that we will be able to keep them.

Approximately a third of the doctoral degrees awarded in science and engineering go to students from other countries. Where will these graduates use their education? One recent analysis of the immigration of skilled and unskilled workers to the U.S. concluded that the old "brain drain" concern of the sending countries is being replaced by "brain circulation," a complex flow of highly skilled workers between technologically advanced countries where they reside and the less developed countries where they were born. These workers have set up joint ventures, subcontracts, and entrepreneurial ventures in their native countries and are stimulating the economy there. Immigration no longer necessarily means permanent relocation. The connections that these expatriates maintain with their home countries are creating a new pattern of "brain gain" and economic exchange. Immigration will remain a critical part of this nation's social and economic future, but our policies must change to reflect these new realities. David Ellwood, a professor of political economy at Harvard, has urged us to revamp our current policies. The emphasis on temporary workers and the lack of attentiveness to labor force opportunities and critical workforce needs, as well as our failure to address the integration of immigrants into the larger social fabric of our nation, must be rethought.

We benefit greatly from these international exchanges of people and ideas and should continue to encourage them, but as other countries take steps to keep their own citizens at home and to attract their expatriates back home, we must recruit more of our domestic students into advanced study in science, technology, engineering, and mathematics and support the successful completion of their studies.

Preparing for the Workplace

Our nation has failed to meet important educational challenges, and our children are ill-prepared to respond to the demands of today's world. Results of the Third International Mathematics and Science Study (TIMSS)—and its successor, TIMSS-R—show that the relatively strong international performance of U.S. fourth-graders successively deteriorates across eighth- and twelfth-grade cohorts. Related studies indicate that U.S. PreK–12 curricula lack coherence, depth, and continuity, and cover too many topics superficially. By high school, unacceptably low numbers of students show motivation or interest to enroll in physics (only one-quarter of all students) or chemistry (only one-half).

We are rapidly approaching universal participation at the postsecondary level, but we still have critical workforce needs in science, technology, engineering, and mathematics (STEM) and too few teachers who have studied science or mathematics. Engineering degrees as a percentage of the undergraduate degrees conferred each year have steadily declined in the past decade and are currently at 5 percent of degrees conferred. Within this group, women and minorities are seriously underrepresented.

Only 20 to 25 percent of graduating high school seniors have completed enough mathematics to be ready to study a science or engineering field and only 25 percent of entering freshmen actually

plan to declare a major in a STEM area (and less than 40 percent of those who do will actually graduate in a science-related field).

The consequences of these conditions are serious. The U.S. Department of Labor estimates that 60 percent of the new jobs being created in our economy today will require technological literacy while only 22 percent of the young people entering the job market now actually possess those skills. By 2010, all jobs will require some form of technological literacy and 80 percent of those jobs haven't even been created yet. We must prepare our students for a world that we ourselves cannot completely anticipate.

The current administration has adopted a goal of leaving no child behind. The strategy hinges on the observation that too few of our teachers of science and math have degrees in these fields or a deep understanding of the subject matter; too few students complete advanced coursework in science and math in high school and are prepared for college-level work in these fields, and too few teachers and students have access to challenging and well designed materials. This emphasis, however, is focused on preK–12 with little consideration for what is happening in postsecondary education.

Approximately 25 percent of the students enrolled in postsecondary education are traditional students pursuing traditional pathways and traditional goals. A traditional student enters college immediately after graduation from high school, attends full-time, usually works only part-time, and is financially dependent upon his or her family. In contrast, a nontraditional student of any age defers enrollment and enters postsecondary education as an adult student, attends part-time, works full-time while enrolled and is financially independent. In addition, approximately 28 percent of the students now in our postsecondary institutions are single parents, may not have graduated from high school, and may have completed the requirements for a high school diploma through the GED route. These students are called "highly nontraditional" by the U.S. Department of Education. Nontraditional students are less likely than traditional students to complete a degree. They are more likely to begin their postsecondary education in a community college or a private for-profit institution. The pathways to traditional credentials (i.e., degrees) are complex and the yield of successful bachelor's degree graduates is lower for these students than for students, either traditional or nontraditional, who begin their postsecondary education at a four-year institution.

As we think about what all undergraduates should learn, it is helpful to keep the following points in mind:

1. We know a lot about learning, but there is a gap between what the education research community has learned about learning and what our faculty know about learning and what they incorporate into their approach to teaching and the design of the curriculum. We need to find creative ways to close that gap by encouraging our faculty and their graduate students to take educational issues seriously and to approach educational questions with the same rigor, discipline, and habits of inquiry that they bring to their research.
2. Given the demands for technical knowledge, faculty in STEM fields must play a significant role in K–12 reform and in the preparation of teachers in science and mathematics. This will require careful consideration of appropriate roles for both science and math educators and scientists, mathematicians, and engineers in the development of goals for the curriculum as well as the design and delivery of the curriculum itself. The experience of working with colleagues in education programs and in K–12 can open up new avenues of thinking and a broader consideration of the experience of undergraduates and how to promote deeper learning of science and mathematics for all undergraduates.
3. Scientists and mathematicians have their own vocabulary, their own ways of talking about ideas and problems, their own standards of proof, and their own methodologies. All undergraduates should become acquainted with these "ways of knowing" as approaches that are complementary to other disciplines and the insights they offer. Students should not be asked to abandon these other ways of thinking when they cross the threshold of a science or math department. Science and math are important components of the liberal arts and should be approached as such at the undergraduate level. A major in one of these fields should not only prepare a student to pursue a career in a STEM-related field but also foster the desired qualities of a liberally educated person, regardless of discipline. We must prepare all young people for lives of creativity, citizenship, and social responsibility as well as success in a workplace increasingly shaped by science and technology.
4. In addition to learning the habits of mind and forms of expression and inquiry of the discipline, science and math majors should be expected to demonstrate the qualities of a person prepared to live a productive, creative, and responsible life. There are many approaches to articulating the

purposes of a college education. All involve bringing together concepts of intellectual engagement and cognitive development with the fostering of emotional maturity and social responsibility. A college graduate should be informed, open-minded, and empathetic. These qualities are not engendered solely by general education in the first two years of college. Science and math departments must build these expectations into their conception of the work of the major as well. It is helpful to think of an undergraduate education as a continuum of increasingly complex intellectual challenges, accompanied by increasingly complex applications with consequences of increasing significance for oneself and for others. A special emphasis should be placed on preparing our technical workforce to communicate with the general public and with policymakers.

Dealing with the Loss of Talent

At the turn of the last century, only 4 percent of our citizens went to college. Now we are approaching the point where an entire nation must go to college and as many as 75 percent of recent high school graduates are doing so. As we look forward into the twenty-first century, there are many challenges ahead. Social stratification in this country has become increasingly linked to the system of education, especially postsecondary education. Whether a person enrolls in postsecondary education, the type of school he or she attends, and the amount of education he or she receives will have a profound effect on occupational status, access to further career advancement, and quality of life.

While 91 percent of high school graduates from high income families apply to four-year institutions, only 62 percent of college qualified high school graduates from low income families attempt a four-year college education. Many of these lower income students come from socio-economic groups that are much less likely to complete a degree even if they do enroll in college. There are, for example, large numbers of Latinos (Hispanics) in postsecondary education and, if anything, a higher proportion of this group enrolls than do non-Hispanic whites. However, they tend to pursue paths that are associated with lower chances of attaining a bachelor's degree or a higher degree. Many enroll in community colleges or attend part-time, and others delay further education until they are older. This pattern sets up the likelihood of significant talent loss. The pattern of participation of underrepresented students in higher education is partly driven by cost and partly by the lack of access to social networks that smooth the way into college. Even among the highest achieving members of this nation's lowest socio-economic groups, the loss of opportunity is dramatic. These individuals are not succeeding in our much expanded postsecondary educational system. Yet, they represent a growing segment of our population from which our workforce will come.

Even among the highest achieving members of America's lowest socio-economic groups, the loss of opportunity is dramatic. These individuals are not succeeding in our much expanded postsecondary educational system.

During recessions like the one we are now experiencing, governments cut their support for higher education, and institutions compensate for this by significant tuition increases. None of our states has found a way to shield higher education from these economic swings. The problem is now more critical than ever because the current economic downturn is accompanied by an enrollment surge as the nation graduates the largest high school classes in its history. According to David Breneman, the most serious policy question we now face in higher education is whether and how we can accommodate and effectively educate the growing numbers of young people, many of them first-generation college students from low income families, in a higher education system that is seeing its share of the tax base erode steadily. We are in danger of pricing higher education out of the reach of those segments of our population who are least able and willing to bear the responsibility and attending debt burden that society persists in passing from the taxpayer to our students and their families. Without new ways of financing higher education, we will continue to see the dysfunction cycle of boom and bust continue, with institutions slashing their budgets and raising their tuition whenever there is an economic downturn, while failing to make the changes in their campus operations, cost structure, and academic programs that would make them more financially viable. It is time to practice the three R's: Revenue enhancement, Restructuring, and cost Reduction.

Most state and national policy has focused on the productivity of traditional four-year institutions and on support for students of traditional "college-going age" who are attending traditional institutions. Most states do not support "nontraditional students" of any age or record adult participation rates in postsecondary education. Federal and state benchmarks for accountability and performance are often

based on traditional experiences and underrepresent the costs and achievements of institutions that serve primarily nontraditional students. Given the fact that cost is a significant factor in shaping educational choices, it is interesting that the federal government and the states provide financial support primarily for full-time students who attend classes provided on college campuses. In more advanced policy environments, taxpayer support is provided for part-time study, for independent adults, and for instruction at employer sites and through distance learning. Some states are starting to collect information on adult participation in higher education for strategic planning purposes, and develop ways to define the educational needs of their adult population as well as young people. These states approach expenditures on higher education as an investment.

Educating the Adult Workforce

The current workforce bears the burden of accumulated learning deficits from several sources. Many workers received their elementary and secondary education in an era when the demand for knowledge and skill was much less rigorous. In addition, many of our current workers were not adequately educated even by older standards. Even for people who have been well educated, changing technology and global competition are rapidly making their education and skills obsolete. We must rethink how we prepare our young people today, how we can close the gaps in participation and achievement that are dividing our nation into educational "haves" and "have-nots," and how we can continuously improve the knowledge and skills of adults. Meanwhile, we have an accumulated educational deficit to address that will limit our productivity and create strains in the social fabric of our nation if we do not find ways to offer educational opportunities for our entire workforce.

> How will our traditional higher education institutions and their faculty adapt to the need to prepare their students for lifelong learning? What do all postsecondary students need to know in order to prepare themselves for a lifetime of learning?

Knowledge of science, technology, and a capacity for quantitative reasoning are now essential for any advancement in the workplace and for the exercise of responsible citizenship. Career advancement requires continuous access to further education. In response to this need, both more traditional educational institutions and for-profits have launched a variety of educational offerings. A new generation of for-profit providers of education and training has entered the educational marketplace. Many of these new providers are not accredited and few if any statistics are collected about them at the national level. In fact, there is no consistency or organized quality assurance provided for the array of credentials that they are offering or the modes of delivery they utilize, including a variety of distance learning strategies that are responsive to the needs of part-time and adult learners. Our accreditation organizations are seeking new ways to evaluate the quality of these offerings and accredit them, but this "parallel universe" is hard to chart and even harder to assess.

Most employers provide structured or formal education and training opportunities for their employees as demands for lifelong learning and training in new technologies become essential for organizational productivity and success. It is generally accepted that this nation's position in world markets is strongly tied to the skills of its workforce. In 1995, nearly one in three adults indicated that they had participated that year in some form of adult education, ranging from English as a Second Language through basic skills education, postsecondary credential programs (vocational or degreed), apprenticeships, work-related courses offered by their employers, or personal development programs. Within the employed population, over 40 percent had participated in adult education. College graduates were more than twice as likely to have pursued additional education than high school graduates and members of the workforce who were either young (under age twenty-five) or older (over age fifty-five) were less likely to have been enrolled in education and training of any kind than workers in the "prime years" from twenty-six to fifty-four years of age. In fact, many employers would like to hire workers who are already at least twenty-six years of age who have demonstrated their skills and productivity in the workplace somewhere else. This pattern foreshadows a problem as workers remain in the workplace longer and as younger people seek to prepare themselves for reasonable employment. Employers are much less likely to support younger and older workers even though these groups provide a much needed source of skilled labor. Those in professional or managerial occupations were much more likely to seek advanced education and to be supported by their employers in doing so than those in the trades or semi-skilled work. These patterns compound the disparities that earlier rates of college participation have created within this nation's population and further broaden the gap between educational haves and have-nots.

A final pattern to watch carefully is the increasing use of temporary employees. It seems likely that, in the future, the workforce will have two components: employees who work for an organization as part of a core workforce and those who work on short or long-term projects as contractors. These temporary workers may be associated with a "temporary staffing company" that provides some stability, a dependable benefits program, and access to continuing education, or they may act as independent contractors responsible for their own skill and employability. Within those economic sectors that are most characteristic of the "new economy," such as information technology, one of every two new jobs created is a contingent one, that is, occupied by a temporary worker. The annual employment market for contingent (i.e., temporary) workers is growing rapidly. While this may be good for the economy because it helps employers adjust quickly to changing market conditions and fluctuations in demand, it is not clear what this will mean for the maintenance of the skills and competitiveness of the workforce. Some thoughtful employers are encouraging their employees to pursue advanced degrees or to undertake or complete bachelor's degrees. According to the CEO of Boeing, which is one such company, in 2001, the company paid out $80 million in educational benefits to approximately 30,000 members of their workforce. In that year, 2000 people earned bachelor's degrees and 1000 people earned master's degrees. Over $30 million of the total outlay for education went to five institutions, three of which were new for-profit providers of degree opportunities for adult learners. Employees are not selecting classes and programs in traditional ways. Half of the Boeing employees are picking courses "à la carte" and prefer electronic delivery over traditional classroom work.

Summary

The growing demand for continuing education for all workers opens up some basic questions. How will our traditional higher education institutions and their faculty adapt to the need to prepare their students for lifelong learning? What do all postsecondary students need to know in order to prepare themselves for a lifetime of learning? Who are our students now and what educational goals are they pursuing? Our current student population is now overwhelmingly "nontraditional." An increasing proportion of our students are not preparing for careers but seeking to advance within them. How will our educational institutions adapt to new expectations about what will be learned, when, where, and by whom for what purpose? Will the new parallel universe of alternative providers of both degrees and other kinds of credentials take over the adult market? If so, what will that mean for the skills and competencies of our workforce?

We lack the knowledge that we will require to understand why people choose certain occupations and careers and what factors most influence the decision to pursue postsecondary education. We also need a better understanding of the changing nature of the workforce and how we should prepare the next generation. We do not know enough about how to attract individuals from underrepresented groups into more technical fields or how to promote successful learning experiences for all students. We have a lot of work to do. ❑

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Preparing Students for the Future: Can Universities Meet the Challenge?

Manja Klemencic
Slovenia

During the years that I worked for European national unions of students, my learning about changes in the European societies was most enriched through discussions with student representatives. They used to be my "litmus paper" for learning about the impact of government policies, public perception of the individual country's progress or decline, and public attitudes towards influences from abroad. One can't help but notice that the structure and main characteristics of the student population are changing, which also reflects on changes in their respective societies. The key questions higher education institutions should be asking themselves in light of this are: who are today's students, what are their needs, and how can the higher education institution meet their demands?

Student unions in Europe report increasing numbers of mature students in their student populations. Students are returning to formal and non-formal forms of education at different stages of their careers, and lifelong learning is increasingly becoming part of the lifestyle of Europeans. The tendency towards becoming involved in lifelong learning is still, however, mostly among individuals with higher levels of formal education and is rare among those who have left formal education at early stages. Further, mobile students are becoming the rule in European higher education institutions. This year, Socrates, the European Mobility Programme, celebrates supporting the one-millionth student to study abroad. Participating countries in the Socrates Programme are limited, however. Most Balkan countries and countries of the former Soviet Union cannot participate in this programme, and study abroad opportunities in their countries are limited. It is only this year that the European Union decided to launch a global mobility programme following the example of the U.S. Fulbright Program.

Student mobility also indicates increasing opportunities for worker mobility. Students of today are likely to change jobs at least five times during their working life. They might radically switch between different employment sectors and are very likely to work a period abroad. Even if the students and, later, workers do not decide to go abroad, they will still be exposed to intense internationalization of their higher education institutions, workplaces, and society as a whole. In addition, almost ten generations of university graduates have grown up using information technology as part of their everyday life, which has completely changed their approach to study, work, entertainment, and daily living. It is important to be aware that there exists a gap between those who are "on-line" and those who are not, and that this gap is of generational and geographical nature. Today's students are perfectly capable and increasingly interested in acquiring their education through providers of open and distance learning. This new trend in higher education introduces a new category of students—distance learners—with their own specific needs. Finally, a number of European countries are deciding on the introduction of tuition fees, thus breaking the European principle of education being a public good and the higher education institution a public service.

The changing student population reflects societal changes and puts additional demands on education providers. Fortunately, quality assurance as a policy and practical measure has become increasingly incorporated into higher education institutions throughout Europe. The key European higher education political initiative, the Bologna Process to develop a European Higher Education Area, fully recognizes the importance of quality assurance mechanisms and recommends its implementation in every higher education institution. Through internationalization, the quality of higher education institutions is exposed and contributes to the students' quest for transparency and the assurance of quality education. Emergence of various dubious higher education providers offering a "quick path to a degree" is worrisome and increases the quest for accreditation of higher education providers, which will facilitate decision-making for students seeking a higher education institution placement. As a part of a provision of quality education, acquiring transferable skills during the study process has become the primary request among current students. They are aware of the rapidly developing world and anticipate switching jobs a number of times throughout their working lives. Transferable skills, known also as "core" skills or competencies, are those that can be transferred between different working contexts. These skills are most often associated with managing information, time, and projects; communicating ideas; and working in teams. Through internationalization of our societies, students are also realizing that no matter how domestic they are, they will need intercultural skills. Related to this, the ability to communicate in foreign languages is as important as ever, as well as the ability to utilize information and communication technologies, which is becoming a necessary skill to function in a modern society. Transferable skills are related to transferable knowledge.

A friend of mine studied engineering and started his working career as an aircraft engineer. After a number of years, he transferred from engineering to accountancy. At the moment, he is working as a management consultant for banking systems. In his opinion, systems, whatever they are, follow similar principles, and once you understand those principles, you can apply them in basically every working context next to learning the specifics of a particular employment sector. For him, transferability of skills and knowledge works, and the continuous learning process is what he seeks. In order to facilitate the process by which students are able to recognize different professional opportunities even though not strictly in the domain of their field of study, the role of higher education institutions is to provide them with transferable, and at the same time, sustainable skills and knowledge. Increasing unemployment among young people further highlights the importance of offering them possibilities for further education. Limiting access to higher education has not only negative consequences for an individual, but also and especially for society as a whole. Apart from being drivers of economic progress through ongoing

research, higher education institutions must be also drivers for social development. It is their responsibility to educate not only highly knowledgeable and skilled workers, but also socially aware, responsible, and involved citizens.

The Bologna Process has produced a number of valuable recommendations to higher education institutions regarding how to respond to the new challenges and what the common goals for European education should be by the year 2010. It is clear that in order to meet the aforementioned new challenges, higher education institutions need new ways of responding. Networking and cooperation with other higher education institutions and new forms of cooperation, such as joint degrees, international development projects, and student and academic staff exchanges, should be encouraged. Higher education institutions must internationalize in terms of teaching, research, and projects in order to respond to the increasing interconnectedness of today's world. As much as the higher education institutions should "open their doors to the world" and bring the world onto their premises, they should also open their doors to their local communities. Higher education institutions should strategically and systematically become involved in different activities of their local and national communities as much as they should "think globally" in their teaching, research, and project involvement. There are a variety of instruments they can develop in order to integrate into their communities: research projects on all levels of cooperation with local business, NGOs, and municipalities; consultancy services; the use of local issues as case studies in teaching; involvement of stakeholders in the higher education institution's governance, etc. If higher education institutions are to teach democracy and citizenship, they need to act themselves as sites of democratic governance, citizenship, and civic responsibility. Transparency, accountability, and stakeholders' participation are among the most important attributes of good governance.

If higher education institutions are to teach democracy and citizenship, they need to act themselves as sites of democratic governance, citizenship, and civic responsibility. Transparency, accountability, and stakeholders' participation are among the most important attributes of good governance.

Especially when it comes to meeting the needs of students, it is of utmost importance for the higher education institution's leadership to involve student representatives in its decision-making processes. Student representatives as well as representatives from other stakeholders (local government, business, NGOs) must be involved in all vital aspects of higher education institutions' governance as they bring new information on students' needs and changing societal and market demands. Those stakeholders can act as a powerful force in supporting the higher education institution's implementation of policies and realization of projects. Feedback from employers can be especially important when developing instruments for the students' development of transferable skills and the provision of transferable knowledge. Curricula development is too often a highly protected area reserved "for academic eyes only." Finally, higher education institutions should aim to maintain the widest possible accessibility to higher education; in this light, financial support from the government recognizing that education is a public good is of key importance.

Students need to be regarded as partners in the higher education community. They need to be given opportunities to contribute actively to discussions on and implementation of higher education policies. Students should not be seen as a problem. They are an opportunity for their educational institutions and for society as a whole. Within the European continent one can still find students who have just recently been involved in war and also students who still live under totalitarian regime. One also finds students who don't see any hope by staying in their own country and others who have been born under Communist rule and will soon join the European Union. Europe, as is the rest of the world, is still divided in many ways. It is through education and educational cooperation that we can decrease the divide and build on the similarities and common goals. Students play a crucial role in this process. The Salzburg Seminar has, with its Universities Project, played a leading role in building bridges between higher education actors from all over the world. Meeting student needs was one of the core aims throughout the UP session in which I participated. As a student and a student representative, I value and respect such an approach. Beyond each participant's own learning, the UP has produced a number of concrete recommendations on how to reach the goal of meeting the needs of the changing student population. These recommendations have translated into actions also through the Visiting Advisors Program (VAP), complementing the UP, which has systematically included discussions with students and student representatives in order to get their views and recommendations on the quality of their education.

Finally, I have great respect for the Salzburg Seminar for giving student representatives the opportunity to participate and actively contribute at the UP sessions and, as such, recognizing students as partners in the world of higher education. ❑

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Higher Education: Experience, Intuition, or a Research Field of Its Own—A Personal Story

Srbijanka Turajlic
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The Beginning

"OK, your first class is on Tuesday at 11:00, and you start with a usual introduction," said my professor in passing through my office, and left me dumbfounded. It was the fall of '69, and I was a young assistant, with a, barely, three month old B.Sc. degree in electrical engineering. I guess I knew the subject I was supposed to talk about, but I was deliberating the inevitable question of "how to do it." I knew that if you were to get a degree in natural science or the humanities that might lead you to a teacher's post, you would have a number of courses in pedagogy and psychology, along with practice in schools. However, recruiting for a university position was based solely upon academic merit, and it seemed that nobody was considering the fact that, in addition to other things, you were becoming a teacher, unskilled and unprepared, as it turned out.

Discussions with my older colleagues did not help much, since they were only relieving my anxiety by telling me not to worry and that everything would gradually come by itself. "You'll learn through practice—everything depends on intuition and experience" was the usual phrase. Yet I knew that that would not be enough since during my own undergraduate studies I had had the usual share of both poor and excellent teachers. Obviously, some of them never mastered the art.

Left with no other choice, I decided to draw on experience. I spent some time analyzing my former professors, trying to discover what I liked and why, deciding upon the posture I would adopt. When the big day came I convinced myself that I was as ready as I would ever be, went bravely into the classroom among the students, barely few years my juniors, and delivered what I hoped was a good and interesting lecture. I made a point to leave some time for them to open a discussion and, while hoping to be able to answer their questions, I was suddenly confronted with a guy who said that he understood everything but would only like to know who winds my watch up, pointing to the one hanging around my neck. Then and there, I concluded that there has to be something more to this higher education business, and that I would have to learn somehow.

Understanding the Background

There are some things, universities being among them, that one usually takes for granted. They seem to have been around forever, and have their own life. Gradually, I was able to glimpse inside one and to understand its evolvement.

The University of Belgrade, from which I got all my degrees and at which I spent most of my professional life, was founded in the second half of the nineteenth century. Due to its first professors being educated in the Austro-Hungarian Empire, and Germany and France, it bore the influence of both higher education systems. It developed steadily, in terms of an increased number of students and professors as well as the disciplines that were included, throughout the first half of the twentieth century and was modeled on German universities.

The Socialist revolution that followed the Second World War brought the inevitable "purification" of the university. Many professors were laid off either for their open non-acceptance of the newly established regime or simply because the Party followers and activists wanted their posts. Social sciences and humanities had to radically change their curricula, while natural sciences and

engineering were not pressed on that issue. However, the recruitment policy was put under strict Party control which gradually declined, particularly within the faculties of natural sciences and engineering. As a result, in the mid-sixties, when "self-government" was enforced, those faculties were almost completely left to themselves.

In a way, there was a taciturn consent that each faculty would mind only its own profession and would not get involved with the educational academic policy or, for that matter, any policy at all. The university was intentionally reduced to a simple association of faculties, each leading separate lives, restricted to teaching and research within the particular area. It was the classical "divide et impera" principle at its best. The major decisions about the educational reforms were made outside the university, within the Party committees, while the role of the university retreated solely to administrative supervision to ensure that the decisions were carried out. It never voiced any opinion. To that effect, faculties were also relatively silent. The overwhelming impression was that any opposition would be in vain, so they were more occupied with inventing complicated schemes through which regulations could be bypassed. So we quietly went through a two-tier system which lasted for five years, to be followed by a strictly discipline-oriented scheme with a ban on elective courses, followed by yet another restructuring, and so on. The underlying rationale for these decisions was never seen, but also never asked for. Everything was accepted as an inevitable natural disaster that had to be survived. Though this period was known as "damage minimization," certain faculties managed to achieve high academic standards, and international cooperation and recognition.

The First Try—Experience and Intuition

The seventies and eighties brought yet increased autonomy, together with a number of professors going on sabbatical at different universities throughout the world. The newly gained experience on different models of higher education system organization and functioning resulted in an awareness that something had to be changed. The course of these changes, however, was not set. It was rather an intuitive feeling that it might be possible to examine the existing system and look for different solutions.

As with most older universities, we found the whole system to be rigid and set in its ways, considering them to be adequate. On the other hand, developments in the modern world have fundamentally changed the needs of students in terms of curriculum breadth and teaching methods. Studies of interdisciplinary problems require close cooperation between specialists from different fields who, due to the fact that they are coming from different faculties, do not even know each other. Faced with the necessity to introduce interdisciplinary studies, the academic community seemed to find itself in a deadlock. The initiative could neither come from a particular faculty, since it was discipline-oriented, nor could it be instigated by the University, which lacked the mechanism for doing it. This was further complicated by the fact that students are enrolled within a particular faculty, and not the University. The same is true for the professors, who are employed by a particular faculty. They might be invited to lecture at some other faculty, but only after undergoing a lengthy bureaucratic procedure.

The change of the state policy towards the university opened the possibility for, if not yet deciding, then at least proposing the model of our university system. With this in mind, the academic community pushed the university management towards strengthening the role of the university and increasing cooperation among the faculties, which finally resulted in the establishment of the Center for Research and Reform of the University.

It is hard to tell what the outcome of this Center's work would have been, since it was closed after less than two years. Had it persisted, we might have been able to learn something about higher education itself, but at the beginning we were merely occupied in haphazard analysis of the existing system and its comparison with what we experienced while teaching abroad. Having been visiting professors in countries with different academic traditions, we were unable to adopt any systemic approach to the whole problem.

Living Under Internal Oppression and International Sanctions

The beginning of the nineties witnessed the fall of Yugoslavia, accompanied with the wars in the republics that were seceding. Those wars, though never formally declared, engaged our young (drafted mercilessly in the army) and brought huge waves of refugees. In order to keep everything under control, the regime became more and more oppressive.

In the meantime, within and around the newly established Center, academics were getting to know each other for the first time and exchanging experiences. In the school year of 1991 to 1992, the decision was reached that we needed a new University Law that would allow serious reform. The whole year was

spent in formulating the proposition. Working together on the law also developed a feeling of unity, together with the awareness that the University, as one of the major institutions within the country, had to take a more active part in the larger social and political problems we were facing. The first attempt to start a serious university protest against the regime that was driving the country towards disintegration took place in March of 1991. It was aborted within ten days. The next one was triggered by the sanctions that were imposed on the 31st of May 1992. Only three days later, on June 3rd, the electrical engineering faculty staged a first protest, and by the 15th of June Belgrade University was in strike. We were requesting president Milosevic's resignation, and we wanted the war in Bosnia to end and democratic changes in the country. It was not surprising that we were not supported within the country, which was split between nationalists supporting the regime and the already passive opposition that was resigned to wait until the madness was over.

The response from the international academic community, however, did come as a great surprise (to put it mildly). By the end of June we were expelled from over thirty TEMPUS research projects, the academic network was cut off the Internet, and we were denied publishing in scientific journals and attendance at conferences. Some editors and conference organizing committees refused to publish or accept papers submitted by our colleagues, claiming that since the country was under sanctions this also extended to scientific results. It is true that there were some different examples, the most notable one being the IEEE Society, who repeatedly claimed that it was an association of engineers and not concerned with politics. Anyway, left alone without any support and having learned that scientific truth should and can be sanctioned as well, the University ceased the strike in July.

Realizing that the university has significant potential in staging serious protest, the regime declined our proposed law, and instead introduced their own new University Law, by which the government took 50 percent of control in governing bodies (in the hope that it would always be able to find the extra vote required for total control). Soon it was obvious that the aim was to achieve the total passivity of the University. The Center for Research and Reform was closed. For the next four years the university went in hibernation, while the faculties struggled to survive amidst the declining economy and standards of living. Only a small group of professors, which called themselves University Forum, went on discussing the different problems of higher education. We were aware that there was nothing we could have done at that particular moment, but we had the feeling that somehow we had to keep the "torch lit." Although gathered for academic purposes, this group played a significant role upon the start of the protest in the winter 1996. Its members established the Committee for Defending the Democracy of the University, which actually awakened the university and led it to support the students in protest.

> If someday the history of Serbian universities is written, then the last decade of the twentieth century will be denoted as "the years of protest, reprisals, and acceptance…." It remains yet to be answered why the academic community was not able to rise against oppression.

After three months of protests, with calls for fair election results and removal of the rector, the University emerged in completely different shape. It was stronger than ever, convinced that it could finally do something within the academia as well as within society as a whole. In order to facilitate the changes, the Association of the University Professors and Researchers was established, a new law to further promote autonomy was designed, and we had the feeling that we were moving in the right direction. But in order to prevent this, the government introduced the new University Law on the 26th of May 1998.

The new University Law caused a real shock. Even a cursory reading of the proposed legislation was sufficient to grasp that it was conducive to a complete degradation of Serbian universities, and clearly revealed the mechanisms to be used for the purpose. It abolished university autonomy and academic freedom, introduced overtly political standards in the process of hiring and dismissing faculty staff. Despite that, appropriate reactions were missing. The leadership of Belgrade University was not ready to understand how serious the situation had become and try to articulate a meaningful protest to protect the integrity of the institution in its charge. All faculties at the University were left to their own devices. Knowing that the University was one of a few Serbian institutions which, over the past decade, managed to preserve some kind of autonomy, the majority was not ready to accept that a person capable of using every possibility of repression opened by the new act, would actually appear and accept the deanship. It seemed that precisely this disbelief resulted in a view that a faculty might embark upon cautious negotia-

tions with the regime to continue the previously existing practice of "peaceful coexistence." Before long, it turned out that this was a major delusion.

Having been left without any institutionalized resistance, professors and assistants had to decide by themselves whether they would sign a contract that was an essential condition of the new law. For one reason or other, or simply due to the awareness that an individual act might indicate a moral stance but would not alter the substance, only a few hundred (out of 7000) declined to accept it. In order to further weaken the potential resistance, the deans appointed by the government were ordered to act differently. Some faculties were chosen to show immediately what could be done by law to those who were not obedient. Within less than a year over fifty professors from several faculties were laid off. The remaining faculties were left in relative peace. It is hard to tell whether it was fear, or the self-preservation instinct, or simple apathy that prevented our colleagues to react. While we were physically barred from entering our classrooms by hired bouncers, humiliated in many different ways, and then served our notices and expelled, teaching activities went on uninterrupted. At the same time, the membership of Serbian universities in the European Association of Universities was suspended.

If someday the history of Serbian universities is written, then the last decade of the twentieth century will be denoted as "the years of protest, reprisals, and acceptance…." It remains yet to be answered why the academic community was not able to rise against oppression. Faced with it, the younger generation decided to seek their own way out. Based on their actions, this same decade can be equally labeled as "the years when youngsters were leaving…." A number of young researchers and scholars, in their full professional potential, left the country leaving behind a huge gap that could not be bridged easily. The remaining staff represented a peculiar mixture of the seasoned, or even rather old, professors and researchers and completely young inexperienced colleagues freshly graduated from the universities. As soon as they got some experience and cleared all the necessary papers, they would also leave so that the new generation of graduates filled their positions.

Survival—From AAEN to the Salzburg Seminar

By adopting the University Act, the Serbian government undertook controlling the faculties. If it is correct that "to control means choosing," then the events clearly indicated that the Serbian government chose to ruin the university. Realizing that the university resembled a slowly sinking ship, a group of professors and researchers active within the Association of University Professors, thought to establish an NGO that might serve as a rescue boat for those professors whose feet were already getting wet. Pretty soon, however, we saw that our students would need life jackets as well. That is how the Alternative Academic Educational Network (AAEN) was established. Namely, in a country in which the government has spent over ten years systematically destroying institution after institution, it seemed that the only possible answer was to start autonomously to build them anew. This would send a message in two directions. One, to the government, explaining that no matter how much they try, they cannot destroy everything, and that we are still around ready to rebuild. The other went toward the young generation, brought up in this atmosphere of destruction, and announced that somebody has remained in the country trying to provide normal surroundings for them, within which they can continue to study, where they will have a chance to be stimulated to think freely, and to keep in touch with modern curricula and teaching methods. This seemed to be the only way to give to young people a reason to stay in the country once they were graduated, as well as to prepare them for the transition period which would inevitably come one day, when their knowledge would be put to use. The interest the young students were showing for the Network programs, as well as the obstacles created by the university authorities for the professors engaged within the Network, seemed to prove that both messages were received in their proper meaning.

Realizing that there was an urgent need to offer a new modern graduate education, the AAEN focused on introducing contemporary, student-oriented teaching methods, encouraging interdisciplinary approaches and active student participation, and keeping up with the latest developments in respective disciplines. In addition AAEN aimed at correcting and supplementing the programs of the state-owned universities, especially in social sciences and the humanities, by offering different insights in the spirit of critical and independent thinking. In other words our goal was to empower the new generations to carry out the transition processes towards establishment of an open civil society, market economy, and political democracy.

Under the circumstances of the exclusion of the Serbian universities from the wider European academic community, the AAEN was also set to alleviate the negative effects on higher education of external isolation. Hence, we were trying to establish contacts with different higher education institutions in Europe.

Our first breakthrough came at a conference in Sofia of which the official title was "The Educational Co-operation for Peace, Stability, and Democracy—Expert Conference in the Framework of the Enhanced Graz Process—Stability Pact for South Eastern Europe—Working Table 1." In spite of the efforts I put into discovering what was hidden in this title, in spite of checking and rechecking the meaning of each single word, I stood there completely puzzled, envying and slightly fearing the colleagues that obviously have been introduced to this mystical world of code language. Moreover, it seemed that they knew exactly what they were discussing, with words like Bologna Declaration, ECTS, and Diploma Supplement flying readily among them. They were engrossed in discussion about the reform of their own higher education system in order to converge towards the European education space. I was debating with myself whether I should ask for explanations and thus show my complete ignorance, or just sit there and listen, nodding significantly from time to time, pretending that I was part of the group.

Aiming at preserving my self-esteem, my first reaction was to dismiss the whole thing, labeling it as creation of the "new education" bureaucracy that was using these mystifying words just to prove itself invaluable in the whole process. Finally, curiosity prevailed. I ventured tentatively into discussion, trying to figure out what this was all about. It did not work, so I brought myself to the point when it was becoming obvious that I was an outsider. Looking slightly ashamedly around the room, I had to admit that they were talking Greek to me and that I simply did not have the slightest idea what was going on. All kinds of explanations came readily from around the table.

It suddenly dawned upon me that some dramatic changes had been going on in Europe from which we had been excluded within the last decade. While we were occupied with ourselves, digging up old grudges, determined to solve them with arms, Europe was rethinking its education system. In Bologna they concluded that "*the vitality and efficiency of any civilization can be measured by the appeal that its culture has for other countries*." I almost froze. If this was true, then our civilization, contained within the wall of sanctions lasting for ten long years, had already ceased to exist. Moreover, being condemned to isolation, and consequently excluded from all European academic activities, we had lost any chance to revive it. Is it true that forever on the only eventual appeal we might have would be for CNN or other news seeking media?

That same evening a gentleman introduced himself as Jochen Fried, from the Salzburg Seminar. Expressing his sympathy over my confusion, he introduced me to the idea of the Universities Project and promised to invite me to try to fill some gaps in my understanding of higher education.

From Sofia we moved to Graz, Strasbourg, Sarajevo, Catania, Mastricht, Split and other cities around. AAEN obtained the status of an observer. We were allowed to be present in order to learn all the intricacies of the reform process, but were not be able to participate in it since one has to be "reasonably good" in order to qualify for improvement. In due time I learned the language, and start to grasp the main ideas. The more I was involved in it, the more I was saddened by the fact that our universities were excluded from the process.

Early on, in February of 2000, Jochen kept his promise, so I discovered Schloss Leopoldskron and the UP. Listening to discussions in (UP) seminars and sitting by the fireside with colleagues from many different countries, after more than thirty years of active involvement in university, I finally found the answer that had boggled me from the beginning. Yes, there is something more than experience and intuition when dealing with different issues in higher education. There is a whole area worthy of research on its own. There are some established models and already acquired knowledge concerning the mission and strategic development of a higher education institution, enrollment and financing policy, autonomy, academic system, quality control, and so on. Naturally, I did not become an expert within the few days there, but at least I learned where expertise could be found, and I was determined to try to introduce it back home if we ever managed to become a normal country again.

Conclusions—Towards the Higher Education Graduate Programme

Paradoxically enough, the higher education system seems to be one of the few sources of pride in the region. This attitude stems from the fact that our graduates are successfully competing on the international market. The price paid was never seriously considered. As a consequence, any attempt to reform the system is perceived by part of the academic community as an effort to undermine one of our few remaining values. Even those who are aware that something should be changed lack proper perspective. To illustrate this fact, it suffices to mention one of the faculties in Serbia where the majority supported the reform ideas in general, but when the steering committee started to develop the detailed plan, they were soon met with complete misunderstanding, earning the nickname of the "Dead Poet Society."

In addition, university autonomy was always (rightly) perceived by the faculty as a guard against state (ruling party) political interference. Hence, it will be difficult to distinguish the state's right and obligation to supervise the higher education system from the university's autonomy as a precondition for an efficient academic system in a modern society. The problem will be further complicated by the need to introduce some mechanisms for accountability.

It seems that the crux of the problem lies in the fact that higher education was never considered an area that merits research in itself. The country we were living in didn't have any consistent higher education policy. The objectives and definition of higher education were probably set at some previous Communist Party Congress, though it is difficult to find records. Management was an evil word, while enrollment or financial policies would abruptly change without any visible reason or explanation. Moreover, with the introduction of self-government, the academic community was forced to take an active part in institutional development. Left without any serious expertise, the academic community was only able to work on an intuitive basis, learning by trial and error. Most of the very heated discussions on what should be done relied only on personal experience: what one had tried with his or her own students combined with what one had possibly seen during a visiting appointment in another country.

University autonomy was always (rightly) perceived by the faculty as a guard against state (ruling party) political interference. Hence, it will be difficult to distinguish the state's right and obligation to supervise the higher education system from the university's autonomy as a precondition for an efficient academic system in a modern society.

The students and young faculty members seem to be in a somewhat different situation. On one hand they are more acutely aware that they have started to lag behind their colleagues from other countries, and not having contributed to the development of the existing higher education system, they do not feel any particular emotion towards its preservation. On the other hand, in addition to lacking knowledge in higher education issues, they also lack experience to draw upon. Moreover, in spite of their willingness to learn, there seem to be no adequate resources to offer them a decent graduate programme in the higher education system.

Only recently, during the institutional evaluation carried on by EUA, were universities and faculties forced for the first time to write self-evaluation reports, define their missions, and to start to think about strategic management. Talks with international experts during the external evaluation, together with a number of workshops covering different topics in higher education, revealed the large area in which we lacked proper expertise. Up to now, we tried to bridge this gap by randomly jumping from one topic to the other, depending mainly on the international organization that was offering support. Hence, it seems that the time has come to try to establish a more structured approach to learning about higher education.

Reforming the higher education system in order for it to conform to the emerging European higher education area seems to be one of the prerequisites for integration into Europe. Recognizing this fact, countries undergoing transition have declaratively positioned educational reforms at the center of their development. In spite of this, the region shows relatively modest results. This is due partly to inadequate financial means with which to support the reform process, and partly to a lack of expertise on the subject. While awaiting the economic growth that should remove the first obstacle, one can try to overcome the second one.

The main objective is to introduce the relevant higher education topics into the academic community, to gather the existing data and information, put them into perspective within the existing system, and establish post-graduate curricula in higher education. The expected benefit is twofold. On the one hand, the academic community will, through workshops and publications, which would precede the establishment of the curricula, become aware of the existing approaches and results in different topics; and on the other hand, the graduate courses will yield young professionals ready to carry out different tasks in the modernized higher education system. This seems to be the only way to establish a solid and sustainable foundation for further development of the higher education system.

The results gained from the UP will certainly find their place in our undertaking. The question is whether we will be able to establish a similar friendly working atmosphere. ❑

Srbijanka Turajlic is Chair of the AAEN Board, and Deputy Minister of the Ministry for Education and Sports, Yugoslavia.

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SECTION III

The Visiting Advisors Program—Institutional Transformation Through Visitation

Section III — Contents

The Visiting Advisors Program

Institutional Transformation through Visitation

Overview

The Visiting Advisors Program (VAP) provides a vital site-visit component to the Universities Project's work of higher education reform in Central and East Europe and the Russian Federation. Funded by the generosity of the **W.K. Kellogg Foundation** and the **Austrian government** (for visits to universities in Armenia, Azerbaijan, and Georgia), the VAP sends teams of North American and West and East European university presidents and higher education experts, who volunteer their time and expertise, to conduct site-visits to universities in East Europe and the Russian Federation which have participated in Universities Project symposia in Salzburg. The goal of the VAP is to provide practical advice and recommendations to institutions in CEE and the RF and assist them in the process of institutional self-assessment and change.

Certain important aspects characterize the VAP and contribute to its effectiveness:

- **All participants, visiting team members, and host institution administrators alike, must first participate in a Universities Project symposium in Salzburg**. Doing so has multiple benefits: discussions in Salzburg inform the subsequent visit to the university (often providing the issues to be discussed during the team's visit); it increases the synergy between the two parts of the program; and occasionally team members and members of the host university administration have already met in Salzburg and so by meeting at the university in situ a relationship begun in Salzburg is continued and strengthened.
- **Visiting teams come at the invitation of the university; and the issues to be discussed are defined by the university**.
- **Host institutions undertake a rigorous institutional self-evaluation prior to the team's arrival**. This serves two important functions: it provides the team with valuable and necessary information to increase the effectiveness of their visit, and the institution often benefits enormously from undertaking the required self-evaluation.
- **Suggestions and observations by the visiting team, presented in a final report to the rector, are not binding or prescriptive but are offered in the spirit of collegiality**. The rector and his administrative team are free to implement the recommendations or not as they wish.

By November 2002, fifty visits have taken place at universities in CEE and the RF since the program's inception in 1998. More than 150 senior university administrators and higher education experts who have participated in UP symposia in Salzburg have volunteered to serve as VAP team members.

The VAP will continue at least through mid 2004, after UP symposia have concluded in March 2003. Follow up visits will take place at select institutions, as well as first-time visits to universities participating at UP symposia in 2002 and early 2003. Pending funding, the Salzburg Seminar hopes to continue the VAP in Central and East Europe and the Russian Federation, as well as to extend this model to universities in East and Southeast Asia and the Middle East, as part of the proposed Higher Education Forum ***(see p. 9).***

The Visiting Advisors Program of the Universities Project is made possible by a generous grant from the W.K. Kellogg Foundation.

Thanks to the generosity and vision of the W.K. Kellogg Foundation, the Universities Project has been able to add this valuable site-visit component, which complements Project discussions in Salzburg.

Reflections of the Visiting Advisors Program: Views from Participants

The story of the VAP can best be told by those who have participated in it. In preparing this report, UP staff asked a sample of VAP participants, host institutions, administrators, and visiting team members to reflect on their experiences with the VAP and to comment on the Program's contribution to higher education reform.

Below are the reflections of two participants of the VAP, one host institution rector and one visiting team member, on their experiences with the VAP.

I. Perspectives from Two VAP Participants

VAP TEAM VISIT: ONE YEAR AFTER

Daniel Rukavina

As rector of Rijeka University (RIU) in Croatia, I wish to share our pleasant experience with the Salzburg Seminar Visiting Advisors Program (VAP). Their visit contributed to the process of creating a positive atmosphere by which to start restructuring the University in this country-in-transition that still suffers from the consequences of prolonged war.

The VAP team of the Salzburg Seminar visited Rijeka University (RIU) on March 19 to 24, 2001, upon my invitation which I extended immediately upon being elected acting rector. The University was in deep crisis, and there was no clear idea how to develop it. The Croatian academic community was not allowed to participate in the numerous programs developed under the auspices of European Union, which were open to most countries-in-transition. The Bologna Process deeply affected almost all aspects of academic life in the European Union and in most countries-in-transition, but Croatian universities were only superficially affected. For the large part of the Croatian academic community, even the basic documents of the Bologna Process were unknown. Fortunately, all of the faculties, including almost all fields of science, had good individuals, and various groups existed that had fresh ideas, wished to move developments ahead, and had experience working in well-recognized international centers.

In my Rector's Program submitted to the University Senate, one of the goals was to "activate" these members of the academic community and to let them bring fresh ideas and enthusiasm to the University level. In spite of the fact that the goals in my program were defined, it was important to have independent international expert opinion as a supporting vehicle: hence, I invited the Salzburg Seminar VAP team to visit the University. A visit was scheduled for March 2001, and, in preparation, we were asked to prepare a self-evaluation report. This request presented a new and substantial challenge for my co-workers, both vice rectors and other associates; that they rose to the challenge well was recognized by the VAP team. This work, which lasted several months with daily discussions and revisions, helped us to analyze carefully the situation at the University, to identify the main problems, and to work out the program to overcome them. This effort was undertaken with the background that the University had been seriously underfunded for many years; that there was almost no investment and very few new programs; and that the curriculum was old-fashioned and inflexible, did not emphasize teaching, and had a high attrition rate.

University development strategy and structure, general management issues, local and regional cooperation, university autonomy, academic freedom issues, European credit transfer system (ECTS), and many other issues were discussed by VAP team with the Rector's team, deans, professors, students, and local government representatives. The VAP team members had a substantial impact on everybody with whom they spoke. The Report that they delivered one month later was an outstanding analysis of the strengths, weaknesses, and challenges of RIU.

Their Report confirmed many of the ideas and approaches that we had defined, and it presented many new ones that were very useful in our activities and that are now being implemented. The Report also strongly supported our activities, strengthened our self-respect and enhanced our confidence in achieving our potential developments.

The main objections that the VAP team had can be summarized as: 1) the University is fragmented with no central identity and mission; 2) there is no centralized planning and budgeting; 3) the academic structure duplicates degrees and course offerings and has many

gaps in program offerings; and 4) the curriculum underemphasizes teaching and has a high attrition rate.

Numerous suggestions from the Report helped us in the discussions during the preparation of a new Law on Higher Education. RIU made an active contribution to the development of this new Law, which is now in the phase of final discussions and hopefully will be accepted in the near future. In the one year that has passed since the delivery of the Report, many changes have been implemented at RIU that may be attributed to the positive atmosphere stimulated by the VAP team and the numerous discussions that the Report engendered. I will summarize briefly:

A. The curriculum. Particular attention has been made to improve: a) communication between students and teaching staff, b) the teaching competence of the faculty, and c) the recognition of students' opinions on the educational process. A Learning Resources Center is already being formed as an office at the level of the University (rectorate) with three outstanding faculty members heading expert groups that are responsible for: 1) the accreditation system (to harmonize it with ECTS), 2) advancement in teaching (professional development in teaching), and 3) quality control (analyzing permanently the educational process, both teaching and learning). These activities will help to develop a culture of quality at the RIU.

Numerous activities and measures were introduced to increase awareness of the importance of improving the quality of teaching and of building a culture of quality at the level of University. In these activities, close collaboration was developed with "Universitas," which is the Society for Development of Higher Education formed by teachers from the University of Rijeka. A series of workshops was organized with the active participation of scientists from RIU and from other universities in Croatia and abroad. Very good collaboration was obtained from the Open University (London, UK), and their recommendations were welcomed by the university teachers. Particular attention was centered on "quality management in higher education," which aims to encourage participants at all levels to become involved in debates on quality education and to undertake actions that lead towards quality enhancement across the University. Quality enhancement and the introduction of innovations must have dedicated leadership and support from management at all levels.

As a part of our long-range activities, the research project entitled "Student Perspective on Quality in Higher Education—Assessment and Guidance for Change" was defined. The first phase of the project occurred during the academic year 2001/2002, and it was aimed at establishing the principles and indices of educational quality for all members of the University. The data facilitate deeper insight into the reasons for poor educational practice and provide guidelines for the required changes. Simultaneously, they contribute to developing the methodology for self-evaluation of institutions and of university professors.

The data for this project were collected from a random sample of 1,662 students in all years of study and from different faculties. The questionnaire was based on a detailed analysis of similar instruments that are routinely used at universities abroad and on a preliminary analysis of specific problems faced by Croatian students. The starting point was the paradigm "student-centered approach." The data provided the different faculties with access to their own results, which they could then compare to the results obtained at other institutions. Thus, each faculty can assess its current situation and identify its areas of activity that require change and improvement. The progress and results of each faculty's self-evaluation and plan for change will be monitored and coordinated by the Office of the Rector. The efficacy of the process of self-evaluation will be measured by repeated examination in two years using the same methodology.

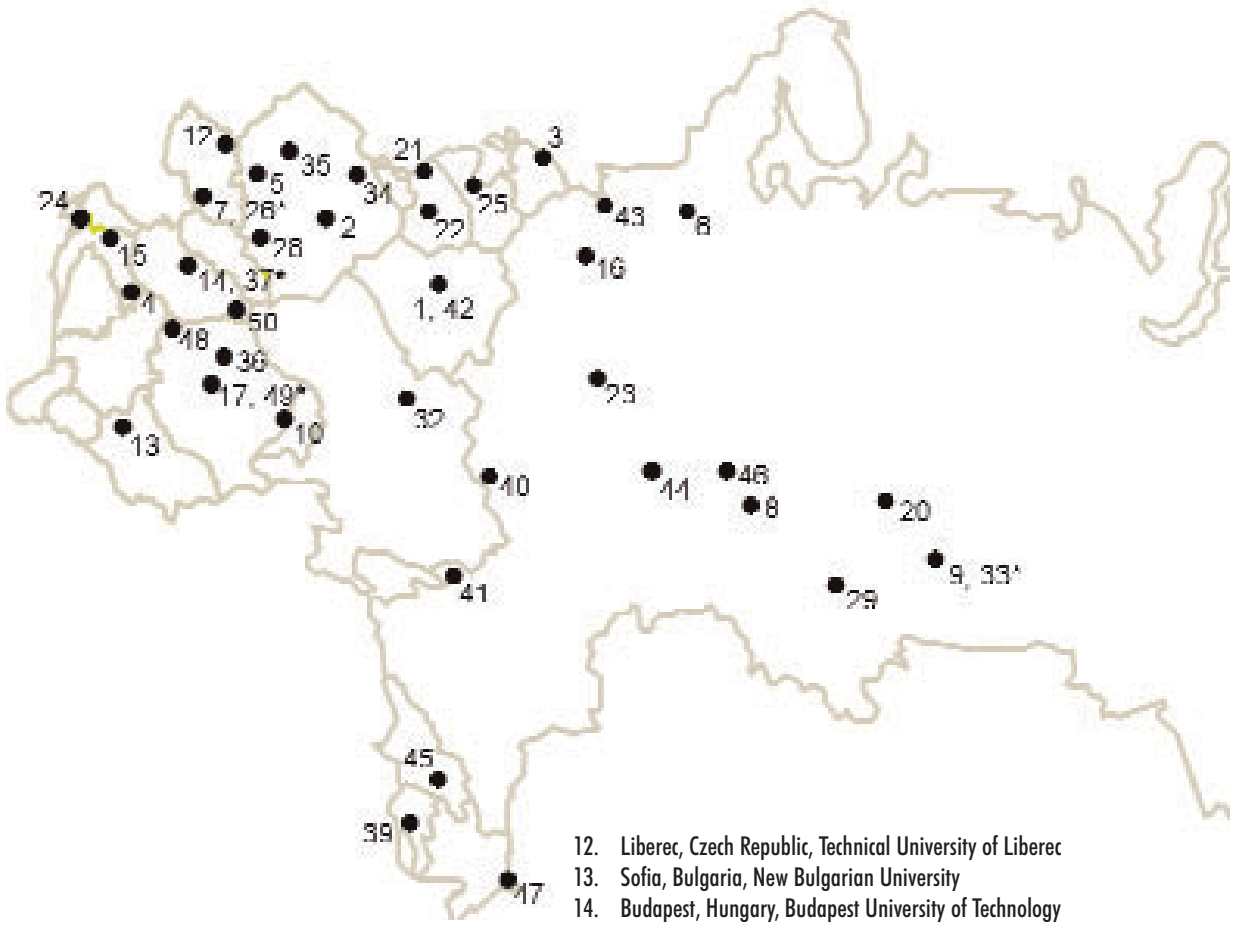
It is anticipated that the implementation of this project will significantly influence academic opinion on the quality of higher education and give impetus to its improvement. As part of this effort, all of the pertinent documents, including the information on the Bologna Process, have been placed on a website and have been published in a booklet (1,500 copies) that was given to each faculty member, including scientific novices (160 members).

B. International collaboration. Particular attention has been paid to developing international collaboration and to preparing the University to engage in the programs that are open to us at the moment (CEEPUS, TEMPUS); we hope to be included in the near future in the SOCRATES/ERASMUS program. A very strong Office for International Collaboration has been established at RIU, and applications for many projects have already been prepared. The RIU is one of the focal

Visiting Advisors Program

Visited Institutions

December 1998–November 2002



1. Minsk, Belarus, International Institute of Labour and Social Sciences
2. Warsaw, Poland, Warsaw School of Economics
3. Tallinn, Estonia, Needs Assessment and Case Study for Democratic Fiscal Decentralization Project in Estonia
4. Osijek, Croatia, J.J. Strossmayer University of Osijek
5. Wroclaw, Poland, University of Wroclaw
6. Petrozavodsk State University
7. Brno, Czech Republic, Masaryk University
8. Kazan State University
9. Ural State University, Ekaterinburg
10. Iasi, Romania, Alexandru Ioan Cuza University
11. Novosibirsk State Technical University
12. Liberec, Czech Republic, Technical University of Liberec
13. Sofia, Bulgaria, New Bulgarian University
14. Budapest, Hungary, Budapest University of Technology and Economics
15. Zagreb, Croatia, University of Zagreb
16. Novgorod State University
17. Sibiu, Romania, Lucian Blaga University of Sibiu
18. Tomsk State University
19. Novosibirsk State University
20. Perm State University
21. Klaipeda, Lithuania, Klaipeda University
22. Kaunas, Lithuania, Kaunas University of Technology
23. Moscow Institute of Physics and Technology
24. Rijeka, Croatia, University of Rijeka
25. Riga, Latvia, University of Latvia
26. Brno, Czech Republic, Masaryk University
27. Buryat State University, Ulan-Ude

28. Krakow, Poland, Jagellonian University
29. Bashkir State University, Ufa
30. Yakutsk State University
31. Far Eastern National University, Vladivostok
32. Kiev, Ukraine, National Technical University of Ukraine
33. Ural State Technical University, Ekaterinburg*
34. Olsztyn, Poland, Warmia and Mazury University
35. Poznan, Poland, Adam Mickiewicz University
36. Cluj, Romania, "Babes Bolyai" University of Cluj, Romania
37. Budapest, Hungary, Budapest University of Technology and Economics*
38. Novosibirsk State Technical University*
39. Yerevan State University, Armenia
40. Belgorod State University
41. Taganrog State Technical University (postponed until spring 2003)
42. Minsk, Belarus, Belarussian State University
43. St. Petersburg State Pedagogical University
44. Saransk, Mordovian State University
45. Tbilisi State University, Georgia
46. Chuvash State University, Cheboksary
47. Baku State University, Azerbaijan
48. Timisoara, Romania, University of the West
49. Sibiu, Romania, Lucian Blaga University of Sibiu
50. Nyírehygáza, Hungary, Nyíregyháza College

* Indicates a return visit

points for UNIADRION (Association of Universities of the Adriatic and Ionian Region). Agreements on collaboration were signed with many universities in Bosnia and Herzegovina, Macedonia, U.S., Bulgaria, and Italy with the aim of stimulating our collaboration on both a bilateral and a multilateral basis.

C. Collaboration with local and regional community. The RIU is the largest scientific and higher educational institution in West Croatia, and our responsibility for the development of this broader region is enormous. According to the Magna Charta, "The University is located in the heart of the Society," and it can not be separated from society (the "ivory tower" phenomenon), but has to be fully engaged and more accountable.

The University of Rijeka has enormous potential, and, as rector, I am convinced– even more than before—that this potential has to include the development of the local community. The vision of the development of RIU and its contributions to the development of local community were discussed by the Council of the City Rijeka and by the District Assembly: their full support, including financial, was obtained. It was also stated clearly that RIU has responsibility for the development of the region and that we should actively participate with all of our resources in all relevant projects.

D. Investments in facilities, equipment, and manpower (intellectual) potential. In discussions with major banks and with the Ministry of Science and Technology, we have succeeded in obtaining considerable financial support for investments in facilities and equipment for research and teaching. Capital investments in 2001/2002 were much higher than all of the investments in the previous ten years. As part of these investments, a very modern information and communication system will be built to connect every part of the University using optical connections; new facilities to run new programs will be developed; and equipment to improve the technological basis of education and research will be purchased. As a part of this program, all faculties have been offered very favorable conditions for solving the problems of housing that are particularly important for young scientists. We hope this initiative will prevent a "brain drain" and may even engender a "brain gain" for the University.

E. New campus. The geographic dispersion of the faculties throughout the City of Rijeka and beyond is one of the obstacles to efficient and integrated organization of the University. The idea of building a campus in one place that has most of the essential University institutions—including student dormitories and facilities for the cultural, social, and sporting activities of students—has been discussed broadly with the Ministries of Defense and of Science and Technology. An agreement has been reached and a protocol has been signed that gives the Croatian Army barracks, which is in the nicest part of the City of Rijeka (Trsat), to the University in order to build a new campus. We believe that within the next ten years, all of the essential elements of the University will be on this new campus.

F. Rijeka University Foundation. This Foundation was established as a joint program of the University and of the city and district governments with the aim of promoting the basic activities of the University in science, teaching, and development. The idea of establishing the RIU Foundation was strongly supported following a media campaign that lasted for two months, and a significant amount of money has been raised to provide information communication technology equipment for students.

In conclusion, the activities described above are only a part of what we have been doing the past year. **The recommendations and support of the VAP team were essential to our progress, and the team's effort has been essential to our launching a broad-based and comprehensive program to reform completely the University of Rijeka**. The visit was very positive and well-received by the faculty. Among other effects of the VAP's visit will be the further strengthening of the Office of the Rector and its ability to set academic standards across all faculties, to coordinate the development of new programs, and to monitor the success of each faculty in pursuing its development. From these activities will come interfaculty programs that draw on the strength of several faculties and will be the basis for interdisciplinary programs, which are essential in our modern and complex technological age. I believe that our course of action and the major impetus given to it by the VAP program will be applicable to universities in Croatia and in other countries as well. ❑

Professor Daniel Rukavina, M.D., D.Sc., Rector, University of Rijeka, Rijeka, Croatia.

SOME REFLECTIONS ON THE RUSSIAN VISITING ADVISERS' PROGRAMME

John L. Davies

One of the outstanding features of the Salzburg Seminar's Universities Project has been the Visiting Advisors Program, set up as a complementary activity to the Salzburg-based symposia which draw together senior colleagues from Russian, European, and North American universities for intensive cross-fertilisation of ideas on matters of common concern in university policy and management. I have been fortunate to have been team leader for several visits, and have been impressed with the potency of the VAP factor in helping along the reform process.

VAP should be viewed as a natural extension of work at the symposia, where we will have spent good quality time considering detailed self-analyses by participating universities on various issues associated with the reform process, including the regional role of the university, the development of regional clusters, managing financial reduction, strategic institutional development, etc. VAP provides the opportunity for a much more focussed discussion of these issues in the particular setting, with all its specific realities, evident culture, and the advantage of being able to engage with seventy+ colleagues across the whole institution. Dissemination of ideas is thus greatly facilitated beyond the small group who come to a Salzburg symposium.

The conception of the VAP is neither as an institutional review or audit, nor a consultancy exercise in conventional terms, though it has elements of each. It has its own distinctive character, with the following elements:

- The VAP comes at the invitation of the University, and is not associated with any external or governmental regulatory or budgetary process. The issues for discussion are defined by the University.
- The discussion is highly collegial and between colleagues and peers, and typified by mutual respect and friendship, which does not, however, preclude straight talking!
- The University is at liberty to use the team's recommendations or not, as it sees fit. Whether it does or not will depend very much on the quality and detail of the recommendations and the credibility and sensitivity of the team, and the seriousness with which the University views the VAP.
- The team performs several roles. In one sense, it is a mirror for the University to see itself, and to react accordingly. In another sense, it certainly performs an evaluative function, commenting on how the University goes about its business. Again, it acts as a resource, bringing perspectives from other universities and national settings relevant to the issues under discussion, and thereby enhancing the University's understanding of alternative possibilities. Finally, it is a source of friendly counselling on the dynamics of change and transformation, which rectors invariably find helpful, since it is impartial and unconnected with any power structure.
- Given the above, it should clearly be non-threatening, though an element of apprehension is bound to be present at the start.

The above characteristics are appealing, when compared with normal institutional audits or consultancy exercises, but in order for visits to be successful, some additional conditions have been found to be important in the light of experience. These include:

- The selection of the team—a multi-national profile; experienced in organisational development and its sensitivities; and with expertise appropriate to the particular character of the university and its specialisations, traditions, and setting.
- Effective preparation of documentation by the University—clear statements of issues to be discussed, and agenda items; adequate institutional data; a self-critical analysis of where the university stands in relation to the issues, and the success of its efforts thus far.
- Open, frank, and courteous discussions, untrammeled by propaganda statements and rhetoric from either side.
- Good preparations by the visiting team, and a sound understanding of the financial contexts, national and regional settings, etc., of any particular sensitivities.

These are a challenging set of conditions, and not always met, particularly in advance. However, the ability of university and team to improvise, adjust and accommodate has always been impressive, made relatively easy by the abundant goodwill and immense capacity for hospitality of our Russian hosts. ❑

John Davies, VAP team member and UP Advisory Committee member (VAP trips to Ural State University, Buryat State University, and St. Petersburg State Pedagogical University).

II. Comments by Host Institution Rectors/Vice Rectors

The following are excerpts from the rector (or in some cases, vice rector) of the VAP host institution in which the rector/vice rector indicates how his/her university has benefited from participation in the VAP.

The VAP adds an on-site dimension to the residential part of UP program. Short visits of experts cannot serve as full evaluation missions, or full-fledged external evaluations, yet they can be surprisingly effective in reinforcing internal dynamics of change within the CEE higher education institutions. An external review that is focused on a select set of topics adds to the positive feedback that reform-minded university members need in order to build a general consensus about the nature of change. This helps to make any reform sustainable and to ensure that its effect will last even when a particular set of institutional leaders leaves their offices.

Jiri Zlatuska, Rector,
Masaryk University, Czech Republic

It is particularly important to note the effectiveness of the VAP program, which began in 1999 with work in Novosibirsk, Kazan, Petrozavodsk, and Yekaterinburg, and expanded to encompass all of Russia from Vladivostok and Yakutsk to Moscow and Novgorod. The VAP program has led not only to concrete and positive change in the work of regional HEIs, but also to the creation of a unique association of foreign and Russian university leaders at various levels. These people have come together in an understanding and mastery of contemporary strategic management methods adapted to the complex conditions of Russian university life and its interactions with the state and civil society.

Vasily Zhurakovsky, Former Deputy First Minister,
Ministry of Education, Russian Federation

Visiting Advisors' Programme (November 13–17, 2000) gave KTU the opportunity to sharpen institutional profile as well as to introduce and develop an internal quality culture. It allowed us to analyse our strengths and weaknesses and start a dynamic process for change.

Petras Baršauskas, Vice-Rector,
Kaunas University of Technology, Lithuania

At the session held February 11, 2002, the Senate of the University of Zagreb reached the decision to accept the final version of the Breakthrough 2001 document as the basis for formulating the strategy of development of the University of Zagreb as well as the proposal for the New Higher Education Act. From this you can see how important outside evaluations, including the Salzburg Seminar, were for the current changes of our University.

Jasna Mencer, Rector,
University of Zagreb, Croatia

Strategic Planning: The process that had only begun when the visiting team was in Budapest has been vigorously continued; the committees are working now on the technical details.

Leadership: A small, feasible innovation fund to support and provide incentives for good ideas wherever they emerge on campus has been proposed by the visiting team. This fund has been realized and the first awards have been already received by winners of the internal competition.

Financial Planning: The Council of Deans, led by the rector, is preparing the 2001 budget according to the ideas set forth by the visiting team.

George Horvai, Vice Rector,
Budapest University of Technology and Economics

The advisors spent five busy working days engaged in in-depth discussions with university and faculty management, faculty staff members and students. Their visit has been extraordinarily encouraging for us with plenty of new ideas and kind recommendations. We were speaking about recent state and future steps of our university not only during the official meetings, but we continue in that during social programmes too. I conclude that the visit of advisors of the Salzburg Seminar has had a great influence on new strategy plans of our university.

David Lukáš, Rector,
Technical University of Liberec, Czech Republic

The advisors' visit to NBU acted as a catalyst for ideas and processes for our university. The professional comments and advice helped us to recognize some of our achievements and problems. The team's report encouraged the university community to engage in self-exploration and to continue its efforts to develop NBU as an institution which embraces the democratic values and practices of United Europe.

Bogdan Bogdanov, Chair, Board of Trustees,
New Bulgarian University

The work with the experts (VAP team) made it possible for us to better evaluate the position that Novosibirsk State Technical University occupies in the context of international tendencies in higher education and to correlate our own view of the problems of evaluation of educational quality with the points of view that have taken shape elsewhere in the world with regard to the problems, methodologies, and technologies.

Anatoly Vostrikov, Rector,
Novosibirsk State Technical University,
Russian Federation

III. Comments by VAP Team Members

Below are excerpts from VAP team members commenting on their experience with the VAP and discussing the program's contribution to higher education reform in Central and East Europe and the Russian Federation.

There is an unintended, wonderful side benefit for the participants who are the VAP team members. They learn many useful things that can be of help to their work in their home countries. The cross cultural comparisons and discussions with individuals dealing with circumstances in varying environments is not only intellectually stimulating—it is professionally rewarding and useful for all of us who believe that there is indeed a true international university community. Speaking personally, there are few activities that I have done in my life in higher education that have been more stimulating and rewarding, and hopefully useful to others, than the visits which I have participated in as part of this program.

C. Peter Magrath, NASULGC, USA

Institutionally, my experiences in three VAP missions to Russia have led to my involvement on a team of colleagues in our School of Public Policy and Administration that has initiated a joint project with the Russian Institute of Public Administration's branch in Murmansk, through which we will cooperatively train Saami representatives for management careers in local and regional government settings.

Otherwise, I have had several communications with a young faculty leader at the New Bulgarian University, particularly in the areas of teaching evaluation and instructional development, as follow-up to my participation in the VAP mission to that institution.

Robin Farquhar, Carleton University, Canada

I can well say the VAP has been a great success. The number of Russian universities to host visits and the collegial atmosphere of the visits has proven that a qualitatively new level of cooperation had been achieved. It was a great experience for the westerners to visit the universities in Russia. For many visitors it was an eye-opener to see what an effort it has required to maintain and even advance academic standards in Russia in these times of great change. The dedication of all our academic colleagues in Russia, notably the dedication of the rectors, has impressed us all deeply. At the same time the seminars in Salzburg have drawn new participants into the dialogue, largely encouraged by word of mouth.

Jaak Aaviksoo, Tartu University, Estonia

Although I bring with me a variety of ideas, experiences, and expertise, my best ideas are generated by discussions with the fellow VAP team members with whom I worked closely during and after the site visits. That is, VAP team membership, in my view, represents an impressive group of academic leaders who are committed to the enhancement of institutional building and who can be counted on to spearhead institutional consultation and development.

Peter Lee, San Jose State University, USA

As someone who was with the Universities Project since its inception, the VAP represents a natural and logical outgrowth. By voluntarily undergoing an institutional self-assessment prior to the VAP's team arrival, host university rectors can assess the condition of their own institutions in the context of the accumulated knowledge and networks gained in Salzburg. They also benefit from independent expert opinion with regard to the specific issues and by seeing how examples of "good practice" from other institutions can inspire their own search for solutions.

The complexity of the agenda of reform and modernization of higher education in CEE is such that it necessitates a long-term platform for updated exchange of information and experiences as well as a mechanism for bringing it to the local context and institutional setting. These are the two pillars which have made the whole Universities Project such a tremendous success.

Jan Sadlak, UNESCO-CEPES, Romania

Visiting teams such as ours cannot solve institutional problems, nor can we change national policies. But the perspective of outsiders is helpful in highlighting issues and legitimizing important conversations among various constituencies. We were successful on both those counts.

I can also add from the perspective of several U.S. participants in this project that the opportunity to see institutional issues in other countries "on the ground" is a very rich learning experience. Institutional leaders have few opportunities to see their universities in a larger global context and the visits have contributed significantly to the development of global perspectives of U.S. higher education leaders. While a secondary gain of the VAP program, it is an important one for the United States as we struggle to make our campuses more internationally focused.

Madeleine Green, ACE, USA

My impression was that we encouraged the active promoters of the reform of NSU State University to continue this process (of reform) and not to give up. In the context of economic and scientific decline and growing brain drain, this psychological support was important. We initiated with our recommendations the strengthening of the Office of International Relations, leadership training, quality assurance, income generation, and strategic planning.

Lothar Zechlin, University of Graz, Austria

I found each visit (Russia, Latvia, Poland) to present different aspects of curricular development, and different challenges of policy determination regarding budget priorities and management efficiencies. I believe the visiting team in each case succeeded in bringing new ideas, reacting in helpful ways to host-university initiative ideas, and establishing continuing relationships on both an individual and institutional basis. Could these benefits have been obtained in other ways? Perhaps, but not likely so quickly and so free of the strains which can accompany government-to-government programs of "assistance."

John Ryan, Indiana University, USA

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Note: Institutional affiliations are those at the time of participation and may have subsequently changed.

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