



THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR VISITING ADVISORS' REPORT

**MASARYK UNIVERSITY
BRNO, CZECH REPUBLIC**

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Introduction

The team first visited Masaryk University in May, 1999, under the auspices of the Visiting Advisors Program (VAP) of the Salzburg Seminar's Universities Project. The purpose of that visit was to assess the environment and the objectives of the newly elected Rector, Jiri Zlatuska. The same team, consisting of Andris Barblan, Neil Grabois, and C. Peter Magrath, returned in May, 2001, to do the first follow-up or return visit to a university participating in the Visiting Advisors Program. Unfortunately, one of our team members from the first visit, Jochen Fried, Director of the Universities Project was unable to join us on the return visit due to emergency surgery.

Our visit consisted of two intense working days meeting with various professorial, student, and academic administrative groups from Masaryk University (MU), preceded by an internal self-evaluation (Appendix I) in which the University assessed its own progress in responding to the suggestions of the 1999 VAP team. At the conclusion of our visit the team met for an exit review and discussion with Rector Zlatuska, and we now submit this report. It comes in four parts: a general overall commentary, followed by three sections dealing with the major issues we were asked to examine: the international educational activities of the university; the financial circumstances; and the integration or unification of the academic work of the university. While somewhat distinct, there is overlap within these three important areas. Finally, we conclude with a few summary observations.

Overall Impressions Two Years Later

The climate of change and reform at Masaryk is strongly influenced by the drive and vision of its Rector, Dr. Jiri Zlatuska, who was recently re-elected to a second and final three-year term by the University Senate. His objectives for the period from

2001-2004 were forthrightly presented to the University in what, in effect, was his platform for the second term that he pursued; it is attached as Appendix II. We do not comment on it in detail, except that the issues we examined and our observations relate to many of the Rector's goals.

Our impressions on the return visit are that there is much more open, lively—and candid—discussion on the major issues confronting Masaryk University and of course the Rector's objectives. We find this to be a most healthy development, and we are particularly impressed by the lively engagement of many of the younger professors and academic leaders with whom we met. Moreover, we believe that positive progress has occurred in the areas that the Rector has emphasized and which we were asked to examine—the international, the financial, and the integration of studies. Much remains to be done in fully implementing these objectives, but, for example, we are impressed with the clear acceptance of the university's move away from the classical or traditional five-year educational curricula, to the three/two curriculum being promoted throughout European universities as a consequence of the Bologna Declaration in which students in the various Faculties (colleges) can earn a Baccalaureate degree in three years and then continue on for an additional two years toward a more advanced, more specialized Masters degree.

Change always promotes resistance and understandable uncertainty. We noted far more turbulence and open discussion than in 1999; this is a consequence of the Rector's strong personality and clear vision. But it is also a consequence of the central thrust of his administration: trying to organize and develop a stronger culture and acceptance of Masaryk University as a total, harmonious University, that is not simply a collection of individual Faculties and programs isolated and unrelated to each other.

Much of the push for change and adaptation of Masaryk University is related to the new environment in the post-Communist Czech Republic and the increasingly integrated European Union. Our suggestion to the Rector is that he help lead and manage his change agenda by spending as much time as possible observing and listening to critics disturbed by the movement for change, while also seeking constructive advice and reactions from the professors and administrative staff.

It is good that the Rector meets on a regular basis with the University Senate, which is evenly divided between professors and students. We encourage his continued active participation with the Senate, while at the same time suggesting that, as he embarks on his second term, he let the various Faculties of the University and their Deans know his eagerness to meet with them and visit their programs to discuss issues and seek advice—which he should of course not necessarily accept, but take into consideration.

Because of the Rector's strong and persuasive personality we are convinced that such enhanced discussion within the Faculties would be useful both for him and the various constituent groups within the University. This also furthers the objective that the future of Masaryk University as a dynamic University serving its region and nation depends on the cultivation of a culture built around the proposition that what is beneficial and strengthening to Masaryk University as a whole is equally beneficial to its various Faculties—and vice versa. Moreover, such an effort by the Rector can

also contribute to building and developing the sustained constituent support essential for the full implementation of the new directions of Masaryk University in the years ahead when the personality in the Rector's leadership position will inevitably change.

We now comment on the three issue areas that we were particularly asked to assess.

I. International Relations

In 1999, the University was allotting credits to courses in order to generalize the use of ECTS to all faculties and departments. In some areas, the adoption of credits was not used to re-think curricula, however, but simply to conform to new rules while teaching the same number of courses the same way. The temptation to rename traditional offerings has been increased by the fragmentation into separate Faculties, each responsible for full curricula usually extended to five years. The team regrets that full opportunity has not been taken to use credits to allow transfer from one part of the university to the other, or to allow the specialists of one Faculty to serve other Faculties needing courses in this discipline.

It is hoped that the decision to move to a two-tier structure will introduce flexibility by encouraging the re-thinking of course offerings, by opening the possibility for students to change track when entering a MA program, by stimulating changed pedagogical approaches (fewer contact hours in terms of lecture, an emphasis on seminars, case studies, for instance). BA and MA degrees are but steps on an open path of learning, the "launching pad" to further studies. Courses no longer need to be all-encompassing.

The two-tier structure is also a stimulus to re-think teaching in the context of new facilities (Bohunice campus and refurbished premises in the town centre) and of new students (a foreseen increase of fifty percent in ten years). The international dimension of learning, required by an emerging European labor market, supposes familiarity with English as a lingua franca. This leads to a need for some courses to be taught in English with the support of language teachers (such as the European law program at the law Faculty), with the courses open primarily to Czech students. The international dimension also implies the comparison and updating of courses in other universities especially, but not only, in Europe.

This points to the need in the coming years for a global analysis of teaching capacity (for instance in foreign languages), of linguistic support (for teachers and students alike), and of content and methods if MU is to cope with 30,000 students in 2010 rather than 20,000 today. This should be a University-driven effort bridging the Faculties' ambitions and specificities into offerings that are innovative and flexible, and to answer changing demands.

Courageous decisions have been taken about credits and degree structures. They now need to support innovative practice all over the institution. To support international cross-fertilization of intellectual practice, the team welcomed the effort made, for example, by the School of Social Studies, to have an English-spoken course accredited at the national level. Indeed, PR is not enough to ensure the

credibility of MU teaching offered abroad, if a flow of foreign students is to match the number of MA students willing to take part of their training in other countries.

Credibility could be reinforced by developing different strategies by targeting groups, undergraduates, graduates, doctoral students and young researchers or teachers. If ERASMUS covers some of the BA needs, not much exists for MA students. Ph.D. students' mobility can be extended on the basis of professional and disciplinary contacts—linked to research networks as this covers a much smaller group of individuals. The team welcomed the motivation and commitment of faculty members in this area but recognized that exchanges at the student level result from contacts between teachers, national and international, if students are to “follow the teachers.” As for researchers, the European community of scholars also needs to be reinforced.

To do so, the team would point to the opportunity represented by MU membership in the Utrecht and Compostela groups, some sixty universities spread throughout Europe with common concerns. These networks should be used to develop scholarship links in addition to their primary purpose of organizing SOCRATES exchanges. In areas of common expertise, they should allow for privileged access to MA programs of other universities in the network (the so-called vertical mobility), with simplified recognition procedures based on trust in common learning objectives at the BA level.

In the longer term, credibility of exchanges in the networks could be strengthened by the development of joint degrees, particularly at the MA level, based on common and complementary content so that international diversity reinforces basic similarities in learning. Joint degrees would offer students diplomas valid in two or three countries, giving value to internationally organized studies leading to European employability. MU could try to explore such programs now that Ministers at the Prague Summit on Higher Education have recommended their development.

In other words, international relations should move from physical mobility and exchanges of students to coordinated action among institutions and teaching staff so that curricula and degrees acquire an international dimension, a new stage in the internationalization process of higher education in Europe. For the international added value to permeate the MU offer of learning, a global university approach will be needed. This should mean coordination at the central level to serve the diversity of departmental needs so that MU moves from disciplinary fragmentation to the structuring of wider scientific areas of interest, from faculty-centered teaching to student-centered learning, and from adherence to scientific reproduction to the flexible quality management of learning that answers social demands as well as the development of knowledge.

II. Finance and Fundraising

Any examination of the fiscal data for Masaryk University makes it clear that there are enormous challenges and financial under support in many key areas, but in context the overall circumstances are encouraging. The University is not only stable in its programmatic and research activities, but it continues to be a major attraction for students. Its current enrollment of approximately 18,000 full-time equivalent

students is projected to increase dramatically within the next nine years to approximately 30,000 students. This raises challenges noted below, yet it also provides a financial resource base for the University under the Czech system in which institutional support to universities is primarily built around their student enrollments.

Moreover, the Faculties of the University are making significant progress in acquiring research grants under the competitive system that is part of the Czech Ministry of Education policy for furthering research development. Professional research grant activity is increasing significantly. In addition to this being a clear tribute to the quality of its professors and their research proposals, it generates support essential to the further progress and intellectual enlivenment of Masaryk University. The current policies implemented by the Rector (the University central administration) and by the Deans of the Faculties are strongly and correctly tilted in favor of an incentive system. Most of the generated resources flow back to the professorial and research groups that made the proposal and are doing the work. Nevertheless modest sums of money are held for central distribution either by the Deans of the various Faculties or by the Rector—primarily for the purpose of using those overhead funds as incentive money to promote key objectives of the Deans and Rector.

Private fundraising as it is known in the United States is an extraordinarily difficult challenge in Europe and certainly Eastern Europe. There is little progress to report here except that we strongly encourage the Rector to continue these efforts for the long-term good of Masaryk University. We especially suggest that he consider ways to cultivate and communicate with the graduates of Masaryk University—the alumni—both for the purpose of staying in touch with them as friends and supporters of their University, but also, as a potential future source of income as a tradition of giving to one's university may start to grow and develop in the Czech Republic and other parts of Europe.

Similarly, we strongly applaud the entrepreneurial efforts underway, in which the University seeks to develop projects that meet the needs of business and industry and serve University interests as well. In this regard, while we expressed some cautionary warnings about the medical school's move to the Bohunice Campus in our previous visit, we now conclude that this move should continue on the path outlined by the Rector. It enjoys strong support from the Brno city government, and there are strong indications that the necessary financing will emerge in the near future. Moreover, the development of the Bohunice campus is also clearly beneficial to the rest of the University, which has severe space problems that will be exacerbated with the growth in student numbers in the years ahead.

Finally, we believe that the movement toward some form of tuition system in the Czech Republic to supplement (not replace) the essential national support is absolutely correct. An initiative is being pursued in the Czech parliament to establish a tuition system that would provide significant additional resources to Masaryk University and the other Czech universities. Without going into the details, there would in effect be a tuition program that might provide thirty percent additional funding per student based on tuition charges that all entering students would have to pay—but they would not have to pay it immediately if they could not do so. Those who could not pay would be issued vouchers enabling them to attend, with the

government enforcing the requirement that the loans be repaid. This, it is projected, would encourage Czech banks to make the loans knowing that they are guaranteed in effect to be repaid through the enforcement mechanisms of the government. Whether or not this tuition proposal will materialize in the foreseeable future is uncertain, but we believe it is a step in the right direction and applaud the Rector's initiative in being one its proponents. In short, we believe that the financial prospects are still challenging, but we are encouraged by the initiatives and the imagination being displayed by the Rector and his strong team of leaders in the financial arena.

III. Integration of Studies

The younger faculty members at MU are particularly attractive and eager to move the University forward. Indeed, some of these individuals are now moving into positions of leadership and authority which generates a modicum of resentment about change generally, and the pace of change in particular.

The Rector remains open and forthright. He has a vision for the University and knows how he wants to proceed. But facts and rational arguments alone will not inspire either trust or enthusiasm about next steps. Given the shortness of a Rector's term and his determination to move the University forward, he needs to develop a broad group of influential allies. Yet, he needs to act quickly, which is politically wrenching in the best of circumstances. So, there is little time to build consensus.

The move from a 5-year program to the 3/2 is essential but it should not be accomplished by splitting the 5 into 3+2. A 3-year degree is fundamentally different from the first three years of the 5-year degree, so there must be a fundamental rethinking about who is to be served and to what end, thereby establishing the need for a new structure and framework for the curriculum. This will not be easy for a staff committed to training the next generation of scholars: 3-year degree holders will not be scholars, although many may aspire to that goal. Since the move from 5 to 3/2 comes at a time when technology is increasingly important in teaching and scholarship, and the competency goals of "3" are so different from "5", change is sufficiently complex that there may be an opportunity to maneuver to achieve consensus, more so than if the issues were less complex. By that we mean that a certain level of turbulence creates the possibility for trade-offs and imaginative thinking that stark, either/or, choices may not permit.

We note that greater MU efficiency could be gained by reducing course duplication across programs and Faculties. Additionally, there are increasing opportunities for cross-Faculty cooperation.

The "lingua franca" of the University has become English. While we make no comment on the desirability of such change, it seems to be a reality, suggesting that those staff that wish to develop the capacity to teach in English should be supported for their sake and that of students.

Internationalizing the curriculum and the students entails greater teacher mobility necessitating a re-conception of MU: the University should move from a conglomeration of Faculties, each with its own standards and admissions, to a

sense of the whole, one University. In particular, if interdisciplinary studies are to grow, students must be able to take courses across the University and have them count towards a degree, further solidifying one University.

There are two philosophies that could govern admissions at MU: be very selective, admitting only the very best with the expectation that all can succeed; or enlarge student intake and after one year filter out all those who cannot make it. Currently for example, a relatively large percentage of social science students leave after one year. While this is surely wasteful—assuming that the likely successes can be determined at the moment of admission—it may be politically expedient since it gives students the chance to succeed. But if the University is to grow, such an “admit/fail” policy only increases inefficiency since valuable resources are going to students who will not earn an MU degree, although they may be able to succeed elsewhere.

The University will likely remain constrained financially, spiritually, and through habits of a lifetime, entailing a continuing pressure to change. Some staff do not appreciate the constraints and their implications for the future success of the institution: they may believe that they can wait out any Rector, even as they assume that the problems are only fictitious, or if real, only temporary. This remains one of the important challenges to the Rector’s political leadership because his reforms may not be recognized by some as responses to real, persistent constraints or opportunities. The cost of change will only grow if his leadership is not embraced, but finally the price will be paid.

MU is fortunate to have a Rector with imagination, commitment, vision and determination. Given the right political choices and Faculties that can recognize opportunities, even if they entail changes from a more comfortable world, MU will be at the forefront in its structure, curriculum, scholarship and the education of the next generation of leaders for the Czech Republic.

Concluding Comments

To summarize and re-emphasize a few key points: Masaryk University is on the move in the right direction. Progress has been made toward implementation of many, though of course not all, of the objectives outlined by Rector Jiri Zlatuska two years ago.

One key issue facing MU is internationalization, and this means that language policy is a question that touches all areas and all Faculties of the University. It is a “transversal” or crosscutting issue. It needs to be dealt with at the institutional, Rector, level because it involves major opportunities and challenges for the entire University—in addition to the fact that dealing with this issue centrally will avoid needless duplication at the level of the Faculties. Moreover, these international or, if you will, “foreign policy” questions involving Masaryk University are central to the position and profile that the University hopes to achieve vis-a-vis the other institutions of higher education in Brno, the Czech Republic, and indeed in the central and eastern regions of Europe.

We also note that one of the main and most useful tools linking the various parts of this growing University is its information system. Even though the current information

system may be overburdened and under-financed, the information system needs to be used and developed as much as possible. It gives transparency to the entire University, and even though data itself does not lead to motivation, it is a critical tool. It can be utilized by the Rector, his leadership team and the deans of the Faculties to promote understanding and decision-making that furthers the critical objective of developing Masaryk University as a collaborative organization with an emerging common academic culture.

The above comment relates to something we sensed during our visit. There is a feeling of uneasiness as well as excitement, and uncertainty as to how the major changes underway will work and affect the individuals who, when all is said and done, make up Masaryk University. These are its professors, students, and academic and executive leaders. We believe that the concept of a Masaryk University that sees itself, both from within its various Faculties and from within its central Rectorate, as having the same objectives and harmonizing and unifying principles of academic culture will strengthen all aspects of Masaryk University. We urge the further development of Masaryk University as the collaborative organization it can and must be to become a leading university in the Czech Republic and its region. We encourage the continuation of open discussion and dialogue within the total University and between the Rector and Faculties of this vibrant, growing University that inevitably faces challenges, and turbulence—along with growth and, we believe, exciting improvement in the years ahead.

APPENDIX I

The Universities Project of the Salzburg Seminar Visiting Advisors Scheme

Masaryk University, Brno, the Czech Republic

May 1999 and May 2001

The visit made by the consultant team that came to Masaryk University in May 1999 under the Visiting Advisors Program of the Salzburg Seminar's Universities Project was extremely valuable to Masaryk University, first in helping it to focus on what it felt were crucial areas of concern, and second in providing a series of suggestions and recommendations to help guide its future actions. Now, two years later, a return visit by the same team provides the opportunity to evaluate what has been done in the interval, and to take into account recent changes and their possible effect on the future development of the University.

May 1999 visit

In 1999 Masaryk University selected three target areas for discussion: 1) International Ties/Accreditations; 2) Fundraising and Financing; 3) Integration of Studies/Credit System. What follows is a recapitulation of the Visiting Advisors' comments and recommendations in each of the areas, and some very general descriptions of what has or has not been done in the intervening two years to implement them.

1) International Ties/Accreditations

i) The chief comment here was that international relations hitherto had been driven by opportunity rather than by a set plan, and it was stressed that the University should adopt a more focused and strategic approach towards international relations.

One crucial step has been taken in this direction, in that the rag-bag responsibilities of the old International Office have been split up between two newly created (July 2000) divisions, the Office for International Studies, with responsibility for all academic aspects of international relations, and the Department for External Relations, which handles areas such as publications, public relations, conferences and so on. The new arrangement has certainly brought great improvements and created the basis for the development of a coherent overall policy in the future.

One key recommendation in this field was to concentrate on building up regional ties by initiating new or expanding extant bilateral cooperation agreements with universities in Austria, Germany, Poland and Slovakia with the aim of developing these agreements into multilateral, structured collaboration. In fact new agreements of this kind have been signed (e.g. with Linz, Marburg, Greifswald, Dresden, Bratislava, Warsaw) and Masaryk University is one of the founding members of a new network, the Bathory Collegium, which brings together universities in countries

of the old socialist bloc. It should be admitted, however, that these developments have not been part of any overall strategy, but rather a continuation of the old ad hoc accumulation of links, though the potential for creating something more structured has certainly increased.

ii) Despite the lack of an overall plan, the numbers of foreign students at Masaryk University have been rising, thanks largely to the SOCRATES/ERASMUS scheme. However, without a considerable increase in courses available in languages other than Czech, these numbers are not likely to increase dramatically. Newly introduced programs run in English that were designed especially for foreign students—the Central European Studies Program and the TESOL Teacher Education Program—have proved viable, but though they offer opportunities for study in English they cannot in themselves lead to significant increases in numbers of foreign students at MU.

iii) Unfortunately the Outreach Committee has been in abeyance for some time, since its first specific objectives (the establishment of a few courses in English for foreigners) have been achieved, while work on more far-reaching goals would necessitate cooperation on a broader basis. The Office for International Studies sees the necessity for the establishment of an official University body to set long-term goals in internationalization for the University as a whole.

2) Fundraising and financing

Here a number of areas of concern were singled out, the most important being the medical school expansion, the role of the newly established Board of Trustees (and its relation to the planned regional assembly for southern Moravia and the central government in Prague), and the need to find ways of freeing the University from being virtually totally dependent on state funding.

i) The Visiting Advisors dwelt on both the opportunities and the dangers of the project for the new campus in Bohunice, pointing out the real financial risk it represented and that it should not be allowed to consume too much time and energy at the expense of initiatives in other fields. Moreover, they stressed that it should not be considered an end in itself but should be linked with the introduction of innovative teaching methods, the use of new technologies in instruction and individualized learning.

Planning for the new Bohunice campus has continued: an architectural competition has produced the basic design for the project and negotiations on financing with the city, the central government and the European Investment Bank are proceeding satisfactorily, though it appears that the project will have to be reduced slightly in scale, at least in the first stage. At this point it is too early to speak of much more than the physical and financial aspects of the project.

ii) Unfortunately, the final form of the new University law has meant that the Board of Trustees has not been able to fulfill all of the expectations that were placed in it; its powers are rather limited, and universities remain more restricted in financial matters than was anticipated, though various amendments to the law have made some

difference. Even so, it could be said that the potential of the Board of Trustees, though limited, still remains largely untapped.

iii) Financing remains a crucial issue for Masaryk University, with the squeeze on funds being even greater now than two years ago. However, two recent developments have changed the situation considerably. One is the result of an amendment to the University law that enables universities to charge fees for continuing education; the other is a shift in the method of financing that will move away from the present system, where it is based solely on numbers of students, to one in which an increasing proportion of the money from the Ministry of Education will come in the form of grants, and effectiveness of research and success in obtaining grants will also in turn help determine the amount of funding. In other words, universities will still be largely dependent on Ministry funding, but there will be more competition between universities, and within universities, than before.

Otherwise, legislation is still such as to discourage firms and private individuals from contributing to university life, and very little headway has been made in increasing the contribution of the private sector to university finances.

Since the new regional governments only came into existence on 1 January 2001, it is too early to know what role they will play in helping the University, whether financial or otherwise. However, there has been an encouraging development with regard to cooperation with the city of Brno. Thanks to efforts by Brno's six higher educational institutions—efforts led by Masaryk University—the city has come to realize the important role they play in its life at present and the even more important role they will play in its future development, and the concept of Brno as a university city now has a firm place in its long-term development strategy. This has been reflected in the city's commitment to the Bohunice project, for example, and the expectation is that cooperation between the city and its universities will deepen in future.

3) Integration of studies/credit system

The advisory team came at a time when the ECTS system had just been introduced university-wide, and the new information system was being put into operation. Both developments were warmly welcomed. The team's main recommendations then had to do with the development of curricula that were both cross-faculty and student-centered and, at a more general level, the shift to a more transparent system.

i) The logic of the ECTS, as a system affecting both studies at the University and links to universities elsewhere, has led to an effort now underway to unify study regulations university-wide. This will mark a radical departure from previous practice, and undoubtedly promote interfaculty cooperation and the development of cross-faculty curricula.

ii) A further impetus that should ultimately lead to more interfaculty cooperation has resulted partly from internal pressures coming from the Rectorate, and partly from external initiatives initiated by the Ministry of Education. The Rectorate has thrown all its weight behind the move (recommended by the Bologna Declaration) to a two-tier BA-MA system of degrees, and these are now becoming standard at the University.

This coincided with the re-accreditation of programs by the Ministry of Education, which also favors this BA-MA system; in addition, the Ministry has instituted a series of grant programs that encourage the creation of new and interdisciplinary programs, especially at the BA level. So far this has led mostly to more cooperation between departments within individual Faculties, rather than between departments at different Faculties, but even this is a major change in the right direction.

iii) The introduction of the new Information System has indeed increased transparency at the University, and as it develops more and more services for teachers and students are being offered.

iv) If transparency is achieved by individuals from across the University getting together to discuss issues, then there have been at least two interesting developments. The first has come from the University Senate, where the new Chair and others encouraged by him have initiated efforts to, as he says, “mobilize the University.” In effect this means discussing issues such as strategic development, increasing professional management of the University, the place of the University in the wider community and so on. At their core, these efforts are aimed at encouraging the University to think of itself as a cohesive institution rather than an agglomeration of separate fiefdoms. So far these efforts have not been institutionalized, but in future they should certainly find some fixed place in the long-term strategic plan of the University (which in some ways has so far concentrated more on the material and institutional rather than the academic.)

The second development has to do with students involved in publishing various newspapers and magazines at the individual Faculties, who have decided to meet together to share experience and try to work out ways of making the student presence at the University more visible. There has even been talk of creating a university-wide publication run by students.

Both these developments show that at least among some members of the University community there is a growing interest in the institution as a whole, and the role individuals can play in shaping its development. This is something new, and something that should be encouraged.

May 2001 visit

During the follow-up visit to Masaryk University by the Salzburg advisors in May 2001, it is expected that the starting point for discussions will be the focal targets from the previous visit and the changes that have taken place in these areas in the interval. Masaryk University would find the Advisors' evaluation of the current situation very valuable, and would also like to draw on their wide experience to help it chart the way for future developments. Looking briefly at the three target areas, some of Masaryk's main concerns would be as follows.

1) International Ties/Accreditations

The University has declared internationalization to be one of its top priorities, but in fact we are just at the beginning of this process, and the way forward is not clear to

most members of the University community (insofar as they reflect on this problem at all.) There are, however, several key issues here.

- How best to develop an overall strategy for improving international relations. This would cover such questions as intensive rather than extensive links, consortia agreements, joint projects and ways of ensuring student and teacher mobility beyond the end of SOCRATES/ERASMUS in 2006.
- The most effective ways of increasing teaching in English at Masaryk University
- The role of graduate programs in internationalization.
- The place of institutes and centers operated in cooperation with other higher educational establishments in Brno, and attracting students and scholars from outside the country (advance research, a European Union center)

2) Fundraising and financing

This remains the most intractable of the focal issues, since sufficient financing determines the feasibility of many projects, yet so many factors are beyond the control of the University. Nevertheless, some advice would be useful on the following areas.

- The implications of the shift towards more grant-driven funding.
- The whole question of the role tuition fees can and should play. Though the new law does not allow tuition fees for regular students, many feel that the provision permitting fees for continuing education courses is only a precursor to the introduction of regular tuition fees. The system most likely to come under consideration is that used in Australia. Though most universities here would welcome the introduction of tuition fees, very few understand the implications of students paying tuition—that is, positive and negative features of this kind of university funding and the changes it would inevitably bring with it.

3) Integration of studies/credit system

In many ways, this is the area where most change can be expected in the next three to five years. For that reason, several areas deserve closer attention.

- How to break through the barrier, which still seems to exist as far as interfaculty programs of study.
- The implications of the new BA-MA division: what this means in terms of student numbers; the pros and cons of mass education; whether this implies a shift towards a written rather than oral examination system; independent learning, and so on.
- The specific features of a student-focused university, and how this is feasible in a milieu in which increasing emphasis is on research

- The role of continuing education

In closing, it should be pointed out that many and indeed most of the issues described above have a common denominator: they are university-wide, and can in the end only be tackled through university-wide discussion and debate. Since the first visit of the Salzburg Advisors two years ago, the move towards, in the words of their report, a "deliberative university" is clear. Masaryk University has made some progress towards creating a cohesive vision of the institution as a whole, and there is encouraging evidence that more individuals are beginning to think of it in these terms. But there is a long way to go in this direction, and the ultimate focus of the discussions on this visit by the visiting team should be on ways in which Masaryk University can reinforce this trend and bring home to the community of teachers and students the need for, and benefits of, increased cooperation and long-term planning.

APPENDIX II

Rector Zlatuska's Re-Election Platform

The main activities accomplished at Masaryk University during 1998-2001 include tighter integration of the University with respect to study programs and student access to courses from all Faculties, deployment of a modern communications environment for both information presentation and for common administrative tasks related to studies, development of conditions for admitting larger numbers of new students at levels corresponding to development plans of the University as well as to creating a better financial basis from 2002. As far as the future of the University and its competitiveness among Czech and European universities is concerned, it is essential that the preparatory phase of building the University campus Bohunice has continued to the extent that detailed dispositions of the campus are known. The University has prepared a feasibility study for the project and its financing, and we have a timeline of 25 years for a loan, along with contributions from the Ministry of Education, including utilization of internal financial resources which can feasibly be used.

Between 2001-2004 the main theme will be continuity in these activities focused on better University integration as a whole, enhancing the level of coherence among study programs throughout the University, and pressing for more consistent use and strengthening of the best departments and academics available at the University without limitations of the Faculty structure. It will be crucial to move forward in completing the transformation of study programs into an essentially two-cycle structure of Bachelor-Master studies and to strengthen the potential for extending the mobility and internationalization of the academic environment at the University. From the strategic viewpoint, it is essential to build the University campus in Bohunice.

Masaryk University is a University with strong emphasis on research and the share of research and development activities has to reflect this, especially at Faculties where there has been a strong tradition of research. Budgeting, motivation of senior faculty members, and organizational adjustments have to support an increase of research-related funds and the growth of prestige of research departments of the University.

The most valuable asset of the University is the qualification of its faculty members and the high standards of the University students. Salary levels have to stabilize for both academic and non-academic staff and there must be motivation for further qualification development.

Based on the experience with the Higher Education Act presently in force, it will be important to take part in the preparation of a complex new legal environment, which will most likely supersede this Act in the course of several years.

Essential activities aimed to accomplish:

Studies and University students:

- Completing the transformation to internal credit system at all Faculties.
- Transformation of the majority of the study programs into two-cycle structure.
- Increasing capacity for studies at the Bachelor level.
- Harmonizing study and examination regulations within the University into a single norm, and supporting better cross-faculty studies within the University.
- International mobility support, extending the activities of the Center for International Studies, and increasing internationalization of studies within the University.
- Development of life-long learning programs for qualification development in public administration, programs for Bachelor study preparation, specialized professional training, and European studies.
- Simplification and standardization of entrance exams currently used within the University.
- Co-operation with banks on the student loan system.

Research and development support:

- Increasing the level of funding per head from sources of funding devoted to research and development and projects devoted to higher education development.
- Extending doctoral studies including those for foreign students, especially at Faculties that will be located at the new campus.
- Enlarging the number of projects for institutional R&D financing at the University.
- Lowering the age level of new associate and full professors.

Human resource development at the University:

- New appointments will be open for applicants from abroad and advertised as such.
- Lifelong-learning activities for administrative staff members at MU.
- Introducing minimal language standards for certain groups of administrative staff.
- Hiring students for certain tasks at the University.

University development:

- Securing a loan for University campus development and accomplishing a substantial part of its construction.
- Providing a location for the School of Social Studies.
- Establishing the Faculty of Sport Studies and support of further investment for sports fields in Bohunice.
- Enlarging the capacity for student housing and their complete connection to the Internet.
- Support for inter-faculty integration of study activities in disciplines, and integration of associated departments within the University.

Development in the area ICT:

- Development of the ICT environment and student access to it from within and outside of the University.
- Adding timetable scheduling to the supported activities in connection with pre-registration and registration for courses.
- Widening access to library catalogues and their integration.
- Support for distance learning activities and access to study materials using ICT.

Economic parameters of the University functioning:

- Based on full funding of student numbers from 2000, enlarging the capacity for student numbers at the Bachelor level.
- Stabilization of budgeting rules minimizing cross financing.
- Strengthening the role of output-related parameters in study activity funding.

APPENDIX III – Visiting Advisors Team

Andris Barblan Switzerland

Andris Barblan has served as the secretary general of the Association of European Universities (now the European University Association) since 1976. Located in Geneva, the Association is the coordinating body of more than 500 universities from more than forty European countries. The group organizes international conferences for university leaders on the management and development of university institutions in Europe. Dr. Barblan is a member of the administrative board of the European Center for the Strategic Management of Universities in Brussels. He received a Ph.D. in political science from the University of Geneva, and currently serves as a member of the Salzburg Seminar's Universities Project Advisory Committee.

Neil Grabois USA

Neil Grabois is Vice President and Director, Strategic Planning and Program Corporation, Carnegie Corporation of New York, a position he assumed after serving as the President of Colgate University, New York since 1988. A former professor of mathematics at Williams College, Massachusetts, he has also been a visiting scholar at Massachusetts Institute of Technology. He is currently a member of the Pew Foundation Science Advisory Committee and a member of the Association of American Colleges Board of Directors. Dr. Grabois received his Ph.D. in mathematics in 1963 from the University of Pennsylvania.

C. Peter Magrath USA

Peter Magrath assumed the presidency of the National Association of State Universities and Land-Grant Colleges (NASULGC) in 1991. With a long history of leadership in international education activities, Dr. Magrath was appointed in 1992 to a commission on the Future of the National Science Foundation to help chart future directions for the foundation. A political scientist with a Ph.D. from Cornell University, Dr. Magrath served as president of three universities: the University of Missouri System, the University of Minnesota, and the State University of New York at Binghamton, and held faculty and administrative posts at the University of Nebraska in Lincoln and Brown University. He is also the author of numerous books, monographs and articles. He currently serves as a member of the Salzburg Seminar's Universities Project Advisory Committee.

The Visiting Advisors Program of the Salzburg Seminar's Universities Project, including the visit to Masaryk University, has been made possible by a generous grant from the W.K.Kellogg Foundation.

THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR

Universities throughout the world are undergoing systemic changes in their governance, academic design, structure, and mission. The Salzburg Seminar's Universities Project focuses on higher education reform in Central and East Europe, Russia, and the Newly Independent States as universities in these regions redefine their relationships with governments and try to become more integrated into the global intellectual community.

The Universities Project is a multi-year series of conferences and symposia convening senior representatives of higher education from the designated regions with their counterparts from North America and West Europe. Discussion in the Project's programs focuses on the following themes:

- University Administration and Finance
- Academic Structure and Governance within the University
- Meeting Students' Needs, and the Role of Students in Institutional Affairs
- Technology in Higher Education
- The University and Civil Society

OBJECTIVES

Universities and other institutions of higher learning are seeking to reshape themselves in ways that will prepare them more fully for the twenty-first century. Even as these institutions are considering extensive systemic changes in their academic design, structure, and mission, all desire autonomy in governance and in their intellectual life. Accordingly, the Universities Project aims to promote the higher education reform process by inviting senior administrators to participate in conferences and symposia concerning issues of university management, administration, finance, and governance.

THE VISITING ADVISORS PROGRAM (VAP)

The Salzburg Seminar launched this enhanced aspect of the Universities Project in the autumn of 1998. Under this program, teams of university presidents and higher education experts visit universities in Central and East Europe and Russia at the host institutions' request to assist in the process of institutional self-assessment and change. By mid 2001, twenty-eight VAP visits will have taken place to universities in East and Central Europe and Russia. A full schedule of visits is planned for 2001 and beyond. The addition of the Visiting Advisors Program brings to the Universities Project an applied aspect and serves to enhance institutional and personal relationships begun in Salzburg.

The Salzburg Seminar acknowledges with gratitude the William and Flora Hewlett Foundation and the W.K. Kellogg Foundation, which are funding the Universities Project and the Visiting Advisors Program respectively.

FOR MORE INFORMATION

For more information regarding the Salzburg Seminar's Visiting Advisors program, the Universities Project, and Salzburg Seminar programs, please contact one of the Seminar's offices below.

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