



**THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR
VISITING ADVISORS' REPORT**

UNIVERSITY OF WARMIA AND MAZURY

OLSZTYN, POLAND

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Team members

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I. Introduction

1. The Visiting Advisors Team (hereafter referred to as the "Visiting Team") spent four memorable and rewarding days of intensive discussions and visits at the University of Warmia and Mazury in Olsztyn (hereafter referred to as "UWM" or "the University.") The Visiting Team had a series of meetings with a representative group of persons from the Rectorate, governing bodies, faculty, and other teaching staff; the University's central administration; representatives of student organizations and student scientific circles.

2. The discussions covered a wide spectrum of crucial issues regarding the current and future functioning of UWM with particular attention given to those issues which were indicated by the University when requesting a visit by the Visiting Team of consultants, namely:

- university administration and finance;
- structure and governance within the university;
- student needs and their role in the university;
- organization of studies;
- use of technology to improve administration and teaching;
- research and academic work.

3. An important feature of the Visiting Advisors Program (VAP) of the Salzburg Seminar is that prior to undertaking a visit, the members of the Visiting Team have an opportunity to familiarize themselves with the institution that they are going to visit by studying its self-evaluation report. In this case, the self-evaluation report of UWM,

structured around the six issues presented above, was not only an important source of factual information about the University, but it allowed the Visiting Team to gain indispensable insights into the issues that its members were expected to address. To a great extent it served as a basis for setting the agenda of the whole visit and as such has also served as the general framework for this report.

4. Prior to departure for Olsztyn, the team members and the President of the Salzburg Seminar and the Coordinator of the VAP conducted a conference call, which allowed the reaching of a consensus on the items to be discussed as well as on the organizational aspects of the visit.

5. At the end of the four-day visit, the Visiting Team presented an oral report to Rector Górecki and his team, outlining its preliminary observations and findings. This written report elaborates on these findings and offers suggestions and advice on a set of issues that emerged as particularly relevant and timely. It should be pointed out that the report is the result of a joint endeavor—the Visiting Team and UWM representatives, but the members of the Visiting Team take full responsibility for its content.

6. The Visiting Team owes special thanks to the chief organizer of the visit—Professor Ryszard Górecki, Rector of UWM, who was ably assisted foremost by Professor Józef Górniewicz, First Vice-Rector of UWM, Professor Aleksander Surazynski, Director of the Office for International Relations, and Ms. Katarzyna Caplap, of the Office for International Relations.

II. The University of Warmia and Mazury (WAM) in Its National and Local Context

1. The University of Warmia and Mazury was founded in 1999 on the basis of several well-established higher education institutions, which had functioned for a number of years in Olsztyn, the capital city of the North Eastern region of Poland with some 180,000 inhabitants. Some of those institutions, and in particular the Agricultural and Technological Academy, had their own quite remarkable institutional history and academic standing, but none of them had a status of “the University,” which in the context of Polish higher education is the most coveted, and legally defined, the highest status for a higher learning establishment.

2. During the 2000-2001 academic year, the total student enrollment was 27,480 (of which 17,245 are full-time students and 10,235 are extra-mural/tuition paying students). During the current academic year, the total number of students increased to some 32,300 (of which there are 20,100 full-time and 12,200 extra-mural and evening students). In addition, there are almost 900 persons undertaking doctoral studies.

3. The University employs more than 2,800 persons, of which almost 1,700 are teaching and research staff, with the remainder representing the administrative and technical staff.

4. UWM has fourteen faculties representing an almost unique range of academic disciplines that combine such diverse fields of study as humanities, agriculture, technology, economics, veterinary science, law, biology, mathematics, theology,

teacher education, and environmental and art studies. This range of scientific disciplines creates unique possibilities for multidisciplinary education and research. The University wants to take advantage of this opportunity. The academic strength of the University, at least for the time being, rests in such scientific disciplines as agriculture, food technology, and veterinary science. However, the following fields of study are the objects of particular attention: biology, law and administration, mathematics and computer science, social sciences, history, economics and management, literary studies and linguistics, environmental architecture and environmental engineering, fine arts, and art studies.

5. UWM intends to expand its educational offerings by the promotion of macro-specialization and double-specialization programs of studies. The University envisions its development in the context of the postulates of the Bologna Process by adopting a three-level system of degrees—bachelor/engineer, masters, and doctoral degree. It is also rapidly increasing the number of modular study programs organized according to the European Credit Transfer System—ECTS.

6. In order to enhance the quality of teaching, the UWM Senate adopted a resolution introducing the University Education Quality Improvement System. An important role in this endeavor is assigned to the UNESCO Chair on Quality Evaluation of Teaching in Higher Education.

7. The establishment of the University of Warmia and Mazury in Olsztyn responded to the educational and academic aspirations of the Olsztyn and the Warmia and Mazury region of Poland.

8. The region of Warmia and Mazury is the homeland of a number of nationalities. The city of Olsztyn sees itself as a bridge enabling the exchange of ideas, people, and cultures between the Western European and the Baltic countries, as well as with Belarus, Ukraine, and Russia. Having that characteristic in mind, the University has initiated the process of establishing a center for the cultural education of Poles from Western and Eastern Europe. In view of the process of European unification, the center could also serve other peoples who would like to learn about Polish culture, history, and the heritage of Warmia and Mazury. The establishment of the Center for Baltic Studies in Elk is the first stage in the realization of this plan.

9. Within the time available, the Visiting Team was able to develop a general view with regard to the regional mission of the University. Nevertheless, it is clear that UWM should be seen and appreciated as a principal agent of local development (every fifth person living in Olsztyn is linked to the University as student or employee) as well as regional development. This position would also necessitate the international definition of the region served by the University, partly in co-operation with the closest partners of the University in Poland and abroad. Opportunities for enhanced co-operation with other institutions in the region, which already seem to work well within the OLMAN network, should be examined, including the polytechnic college in Elblag.

10. In order to be able to respond to local and regional expectations, *the Visiting Team considers it appropriate to enhance the role of the development and planning office of the University. The Rector might also need an administrator on his immediate staff, to*

serve as a liaison officer to assist him in feedback to and from the local and regional stakeholders and potential partners.

III. Structure, Governance, and Administration

1. The materials provided in advance to the Visiting Team gave an adequate background for assessing the structure, governance, and administration of the University. A detailed analysis of those issues would have required a more thorough examination of all the administrative units and their tasks and staff, an undertaking that was beyond the remit of the Visiting Team. Therefore, it has chosen to look at the following issues that should be taken into account in the search for improvements in the overall functioning of the University.

2. The UWM has come into being as a result of a process of integration of specific higher education institutions—all quite different—technological, agriculture, theological, humanistic, and pedagogical. The Visiting Team saw and appreciated the work already accomplished and the continuous efforts made to achieve an even more coherent structure for the University. The process must continue. *It is in this context that the Visiting Team recommends the gradual modification of the University organization, at the level of faculty, to comprise whenever possible two levels in addition to the central administration: faculties and chairs. The current situation, where within the faculties, there exist departments, institutes, centers, and chairs, is overly dispersed, administratively complicated, and also terminologically confusing.*

3. There are also several interfaculty units, including some research and field stations. Of these, only those which serve the whole University or which serve a particularly important purpose should be placed organizationally under the central administration of the University. The other units should be situated in the faculties that they mainly serve. In the faculties, there are chairs that have areas of specialization that are relatively close to each other. The chairs, however, are located in different faculties. *The Visiting Team recommends that the University consider the relocation of these chairs into the same faculties. In comparison with other faculties, the social sciences, including teacher education, need to be reinforced. It is also in this context (in addition to the growing need for lifelong learning and retraining provisions), that the Visiting Team recommends the undertaking of a comprehensive plan for the creation of a School of Education and Teacher Training (on the basis of the current teacher education center and the Faculty of Education).*

4. It seems that one of the important problems when examining relations between governance and administration is the division of labor between the elected leaders and professional administrators and the procedures for the preparation of matters for decision-making.

5. As in other Polish public higher education institutions, the contractual terms of the teaching staff of UWM are quite restrictive. Therefore, it is not possible for the University to reduce the annually required total minimum of teaching hours (120 lecture hours) for those staff members who are elected to senior management positions at the university, including the Rector.

6. Senior management positions, starting with the Rector and Vice-Rectors (in Polish universities called “Pro-Rectors”) and including Deans and Vice-Deans, should be made attractive so as to interest the best possible candidates. The Rector’s position undoubtedly requires a full-time commitment, and it should be within the power of the Rector to reduce the teaching loads of the Vice-Rectors to get the best possible senior management team. The same is true of Deans at the faculty level with terms of contract to be agreed upon when they are elected. The Vice-Deans should then be able to negotiate their terms with their deans.

7. The terms of elected leaders are currently three years – *too short according to the Visiting Team that recommends five-year terms, at least for the Rector and Vice-Rectors, with the possibility of being re-elected once for the immediately following term of office.*

8. The University, at the moment, has five Vice-Rectors, one of them acting as the Rector’s deputy. At the faculty level, there are between two and four Vice-Deans. This pattern is to some extent an outcome of the situation whereby academic leadership is added to all other tasks, with no possibility to concentrate more on strategic matters, including governance and management.

9. *The Visiting Team recommends an overview of the tasks of the Vice-Rectors in the central administration and those of the Vice-Deans at the faculty level. Among the tasks of the Vice-Rectors, doctoral studies as an area of responsibility seems to come rather close to science. On the other hand, there is a Vice-Rector for staff issues, but not one for resources in general. The outcome of the overview might be to reduce the number of Vice-Rectors to three or four and the number Vice-Deans to a maximum of two, depending on the faculty. The outcome at the faculty level would also depend on the development of professional faculty administration.*

10. The responsibilities of the Vice-Rectors need to be compared and planned together with the tasks of the senior administrators in the central administration. If the terms of contracts can be developed according to the lines proposed above, the Visiting Team is confident that some of the tasks now defined as Vice-Rector’s responsibilities can be taken over by professional administrators.

11. At the faculty level, there is now a head of the Dean’s Office in every faculty. Considering the developing tasks of the faculties, *the Visiting Team suggests that these positions be developed into heads of faculty administration under the Dean, comparable with the position of the Director of Administration under the Rector in the central administration of the University. The Visiting Team took note of the University’s commitment to the development of professional administration. To enhance professional management and administration, seminars and workshops should also be organized for the academic leaders and professional administrators, preferably also with similar teams from other institutions nationally and internationally.*

12. The role of the Director of Administration as head of staff under the Rector should be more clearly oriented towards the co-ordination of the work of the different administrative units in the central administration and to guaranteeing the quality and proper procedure in the preparation of matters for decision-making. He or she should

also be responsible for the professional in-service training of the administrative staff of the University.

13. The central administration of the University can be regarded as the Rector's headquarters in the management of the institution. In some universities it is called the Administrative Office or even the Rector's office. *In the central administration, the Visiting Team found that the areas of responsibility of middle managers could be more defined, and lines of reporting could be better reflected in the organizational charts presented in the discussions.*

14. *Therefore, the Visiting Team recommends the introduction of titles which would also be comparable internationally, such as the Director of Finance, the Information Technology Manager, the Manager for Technical Services, and the Director of Planning and Development. There is also an obvious need for the development of research services and industrial liaison including lawyers who specialize in research contracts and intellectual property rights. The enhancement of these services, including expertise on research programs of the European Union, would also further the possibilities of the University to secure funding from the European Commission. In addition, an Internal Auditor, directly under the Rector, would offer a better opportunity to oversee the finances of the University and all the related processes and procedures.*

15. The establishment of a Development and Planning Office would create a link between the now separate planning and funding processes for teaching and research, and would enhance the drafting of a comprehensive plan for University development based on the mission statement of the University. The annual budget would then be drafted within the framework of the plan, which would cover three to five years.

16. Along with the overview described above, it might be appropriate to examine the tasks of various committees and other decision-making bodies vis-à-vis elected leaders—the Senate vis-à-vis the Rector; the Faculty Council vis-à-vis the Dean, etc. The Visiting Team also noted that there are no outside representatives on the decision-making bodies, even though it would be advisable to offer this opportunity, at least in the long run.

17. The preparation of matters for decision-making seems to depend to a considerable degree on work done in committees. *The Visiting Team recommends the review of the committee structure with the view, on one hand, to differentiate between standing committees, working groups with limited terms, and preparation done outside committees by professional administrators, and, on the other, between the senate committees and those of the Rector.*

18. The starting point should be that all the committees under the Director of Administration would service all the committees in the central administration. The objective would also be to reduce the number of standing committees. The names of the bodies should also be made clear to make a distinction between, e.g., committees, working groups, and advisory bodies.

19. The current advisory body under the Rector could play a key role in linking the University to its outside stakeholders, if the size of the body is kept relatively small and the agendas of its meetings are well planned to make them attractive enough for

outside representatives to want to attend them. Similar bodies might also be appropriate at the faculty level.

20. Statistical information provided in the self-evaluation report shows that the present teacher/student ratio is relatively high for a higher education institution such as UWM. In the 2000-2001 academic year, this indicator was 1/16, and in the present academic year it is 1/19. *The Visiting Team recommends an analysis of the teacher/student ratios in the various faculties in the context of the new staff development strategy that should be an integral part of the strategic plan of the University.*

IV. Finance

1. In common with other Polish public higher education institutions, and within the present legal framework, particularly the Higher Education Act of 1990 and the decision of the Council of Ministers of August 1991, the following are principal sources of its income:

- subsidies and grants from the Ministry of Education allocated for the teaching of full-time students, for the salaries and the fringe benefits for the academic and administrative staffs of the University, and for the running and maintenance of the material infrastructure, including capital reparations and investments; subsidies and grants from the Committee of Scientific Research (*Komitet Badan Naukowych*) for statutory research activities, capital investments and equipment directly related to research functions, financial assistance for international scientific co-operation; the University's own income from paid educational services (tuition and other fees), consultancy and corporate research projects, professional training services, sale of publications and licensees, and other services and incomes.

2. As in many systems, including the Polish system of higher education and research funding, the public subsidy is calculated according to an algorithm. The level of subsidy from the Ministry of Education is based on the following composite formula:

- 20 percent is related to the so called "base" which is the subsidy from the previous year;
- 40 percent is based on the number of employed "university teachers" which is the group of employees holding scientific degrees and titles (those with the teaching and research qualification called "*habilitacja*" and those having the title of "*Professor*");
- 40 percent is based on the number of students (with a higher differentiation for doctoral students) and graduates.

The level of subsidy that is received from the Committee of Scientific Research depends on the scientific potential of faculties, the qualification of the scientific staff, and its scientific activity.

3. Even if the principal source of funding is represented by the public subsidy coming from the Ministry of Education and the Committee of Scientific Research, the University greatly depends on income from student fees (paid by students in extra-mural and

evening study programs) the level of which is established by the Rector. This source of income represents more than thirty percent of the UWM budget for teaching.

4. According to the Statute of UWM, the Senate adopts the budget of the University. The budget includes the income and expenditures according to the following units: faculties, interfaculty units, all-university units, and administrative and service units. The budgets of these units are reflected in material and financial plans, drawn up separately for scientific and teaching activities. The educational part of the budget also covers the expenditure for the repairs financed from the central funds. It is a normal situation that the most important item in the budget represents staff costs requiring an allocation of some seventy percent of the total income of the University and more than ninety-eight percent of the total amount of subsidies received from the Ministry of Education and the Committee of Scientific Research. Thus, personnel costs related to faculties and inter-university units are very high and should be an issue of concern. *The Visiting Team recommends appropriate adjustments, at the same time being aware that corrective measures should be viewed mainly in a long-term perspective. Along the same lines, the Visiting Team recommends a development policy that would bring about greater diversification of funding, particularly with regard to the funding of research activities.*

5. According to the current governance and administrative system of UWM, basic units, i.e., faculties, enjoy a relatively substantial financial autonomy that requires the application of decentralized management. This system can stimulate decision-making processes because they are taken by persons who are directly responsible for the given task but it also can be a source of confusion and frustration when specific tasks and assignments are moving from one organizational unit to another or from one person to another. It also seems that the management process is complicated and is not particularly conducive to the professionalization of management. The recommendation of the Visiting Team was formulated in a previous section of this report.

V. Student Matters and Organization of Studies

1. The Visiting Team was very pleased to meet with a representative group of students. The University has clearly done an excellent job in cultivating student leadership and is fortunate to have a large number of intelligent, articulate, and highly satisfied students in its midst. In the course of our discussions, students demonstrated an understanding of an entrepreneurial approach with regard to their career paths. They also indicated how much they want to be a part of the mainstream of European higher education. That is what seems most relevant to them, and they are concerned about acquiring the skills that will ensure them a place in the larger European society.

2. Undoubtedly, such students represent a great asset for Polish society at large, for the Warmia and Mazury region, as well as for the University. But they also represent a challenge for the University to be able to cultivate such "human capital." In this regard, a number of recommendations seek to address this matter.

3. A key to integration in the larger European community and beyond—is language. Although on paper it appears that proficiency in languages other than Polish is required for students at the University, student language skills could stand improvement. *The University should take aggressive steps to ensure that the language proficiency requirement is taken seriously.*

4. Many universities have sought to expand the national and cultural boundaries of its students by admitting a number of students from abroad. Doing so might also be helpful financially to the University, since international students often pay higher tuition than national students. However, to be successful in this area, the University would need to have the appropriate infrastructure in place, for example an international student advisory office, modern student facilities, a package of courses offered in English, etc. The University has an extraordinarily beautiful and well-maintained campus, with a full complement of student-friendly facilities. There is no doubt that it would be attractive to international students. *The Visiting Team considers that the University should develop advertising and publicity campaigns by participating in international academic fairs, by inviting representatives of offices in charge of promotion of “studies abroad,” and by opening its doors to international students, putting into place an infrastructure that would ensure that these students are appropriately accommodated and have good study conditions. The University as well as local authorities responsible for the regional development of the Warmia and Mazury region should see such actions as a long-term investment.*

5. Another issue that arose had to do with the balance of full-time to extramural and evening students. The University should discuss the matter and determine the proper mix of full-time, extramural, and evening students. It should track the performance of these students during enrollment and post-graduation to ensure that goals for student achievement are met.

VI. Use of New Information Technologies in Administration and Teaching

1. The University is making efforts to respond to the rapidly growing need for the use of New Information Technologies (NITs) in all areas.

2. The Visiting Team discussed only some aspects of this vast and complex agenda—the REKRUT system administrative tasks connected with the admission of students to all forms of studies offered by the University, and the Cisco Networking Academy.

3. The Visiting Team considers that the REKRUT system will greatly modernize and facilitate admission practices. It should also allow the governing bodies and administration to be able to better follow other aspects of the organization of studies. It would be appropriate that the system would be a component of the overall strategy for the use of NITs for governance and administration of the University.

4. In the relevant part of its self-evaluation report, the University makes a specific reference to the Cisco Networking Academy as an e-learning program. Appropriate presentation of this initiative was also made at the session devoted to NITs. The Visiting Team had no doubts that a project sponsored by such a leading corporation could bring educational benefits, while “first industry-standard Cisco certification” obtained by students could represent a genuine recognition of relevant skills. *However, the Visiting Team recommends that the University assign the responsibility of development, organization, and certification of such types of programs, especially when they are provided within the UWM, to its own Faculty of Computer Sciences. Evidently, such programs could be developed with various corporate partners.*

VII. Research and Academic Work

1. The University clearly takes pride in its academic qualities, including, importantly, the academic qualifications of its academic staff. There are goals for increasing the number of qualified staff in targeted areas, that are important both for the reputation of the institution and for budget enhancement. A number of issues came to light during the visit that could potentially interfere with the University's plans for academic enhancement. Most prominent among them is the problem of **multiple positions** among the academic staff.

2. It is well recognized that multiple teaching positions tend to decrease research productivity. American universities have codified their concern in this regard by implementing policies that specify limitations. *The Visiting Team took note that "multiple employment" is a matter of great concern within the University, even if the numbers of faculty members who are actually concerned, are not known. While the present legal framework in Poland prevents the University from regulating the time spent by staff on external endeavors, the Visiting Team favors taking eventual self-imposed steps to limit "conflict of interest" when the managerial/elected functions are involved.*

3. In the overall context of the structure and content of the academic programs offered by the University, there was some reflection on the **number of areas of specialization**. In the course of the discussions, differing views were presented on the value of so many areas of specialization. Some believed that specialization would improve the chances of graduates on the job market, since their particular strengths would be clear to employers. Others believed that academic programs had become overly fragmented, and credentials too specific to be of much consequence on the job market.

4. The Visiting Team presented the view that current and prospective job market conditions in modern economies suggest that a broader educational background enhance opportunities for graduates. Consequently, higher education institutions have moved away from channeling students (and academic staff) into a restrictive number of areas of specialization. *Taking into consideration the above trend and practices, the Visiting Team recommends that UWM should look carefully at the number of areas of specialization it currently offers to ensure that restrictive subspecialties are limited and that students are broadly educated.*

An additional issue had to do with **accreditation**. To the extent that the UWM receives accreditation in areas subject to national and international accrediting bodies and organizations, it will be more competitive in the wider arena. The University can also become more of a player in the international context, attracting students from abroad to its programs. *The University should pursue its accrediting policy especially in view of the importance of this issue in the context of the Bologna Process, and related to it, creation of the European Higher Education Area. The University might also seek external quality assessment in the case of such fields of study as management and business administration.*

5. Another issue had to do with two specific academic areas: teacher education and health related services, in particular, nursing. The University is introducing coursework in support of the training of nurses. It has a program in pedagogy. These are two critical areas in the international arena today, and the University could easily find a niche in providing qualified candidates to schools and hospitals at home and even abroad.

6. The trend among universities in teacher training is to provide pedagogical coursework and student teaching experiences to students in traditional disciplines. *The University should attempt to develop a program whereby students can be “fast-tracked” into teaching from a range of disciplines.* Nursing, unlike teaching, generally requires strict adherence to programs that lead to certification. *The University should carefully construct its new nursing option to ensure that graduates meet certification requirements.*

VIII. Concluding Observations

1. *The Visiting Team considers that the University should undertake a development of 3 to 5-year strategic plans.* Such plans would spell out specific institutional goals, including goals for developing new programmatic offerings, goals for employer compliance with the existing employer survey, goals for faculty productivity, and so on. It is clear that the University has such goals, and that the Rector has taken a key leadership role in articulating them. It should not be difficult to commit them to writing to ensure that they are shared and respected by the University community.

2. In recognition of the great importance of the above issues for the future of the University, as well as the importance of effective management and organizational reform, the leadership of the university could launch a University-wide debate on the mission and strategic plan of UWM. In this regard, the self-evaluation report and the Visiting Team’s report could be a basis for such discussions.

**SALZBURG SEMINAR UNIVERSITIES PROJECT
VISITING ADVISORS PROGRAM**

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Jan Sadlak, *Director of UNESCO-CEPES* (European Centre for Higher Education) in Bucharest, Romania. Prior to this appointment, he was Chief of the Section for Higher Education Policy and Reform in UNESCO, Paris. He holds an MA degree in economics from the Oskar Lange Economics Academy in Wroclaw, Poland, and a Ph.D. in Educational Administration from the State University of New York at Buffalo, USA. In his more than twenty-five years of experience in the field of higher education, he has held, among other positions, that of Executive Secretary of the Standing Conference of Rectors, Presidents, and Vice-chancellors of the European Universities in Geneva (currently integrated as the Association of European Universities/EUA) as well as various teaching and research positions in universities and research institutes in Poland and Canada. He is a member of the Advisory Committee of the Universities Project of the Salzburg Seminar. He is a Member of the Executive Committee of the International Association of University Presidents (IAUP) and a member of the Steering Committee for the International Comparative Higher Education Finance and Accessibility Project, SUNY, Buffalo, USA. He is the author of several books and numerous articles on higher education and science policy as well as on processes of reform and transformation in higher education and research in Central and Eastern Europe.

Kari Hypponen, MA, Director of Administration, University of Turku, Turku, Finland. Prior to this appointment, in 1993-1997, he was a Consultant to the Programme on Institutional Management in Higher Education (IMHE) of the Organisation for Economic Co-operation and Development (OECD) in Paris. He holds an M.A. Degree from the University of Turku, where he served previously as Head of the Department of Academic and Student Affairs (1972-1993) as well as the Director of the Centre for Extension Studies (1985-87). His service in professional organisations includes membership of the Executive Committee of the European Association for Institutional Research (EAIR) (1991-2000) and its chairmanship (1996-2000). He is a member of the US Association of Institutional Research (AIR) in which he is currently a member of its External Relations Committee (2001-). He has also served on the Editorial and Advisory Boards of *Tertiary Education and Management* (TEAM) and *Journal of Studies in International Education*. In 2002-04 he will be a member of the Directing Group of IMHE7oecd: He has done extensive committee work in Finland and internationally, and has published numerous articles on higher education.

Louise Mirrer is Executive Vice-Chancellor for Academic Affairs and Professor for the Program in Hispanic and Luso-Brazilian Studies and the Program in Medieval Studies, The City University of New York. She is the former Vice Provost for Arts, Sciences, and Engineering at the University of Minnesota, Twin Cities, where she was also professor of Spanish and Portuguese. Dr. Mirrer is Vice Chair of the governing board for the Alliance for Minority Participation, and a member of the New York State Commissioner's Policy Advisory Committee. She earned a diploma in linguistics from Cambridge University, United Kingdom, an M.A. and a Ph.D in Spanish and humanities from Stanford University, California.

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 the end of 2001, more than thirty VAP visits will have taken place to universities in East and Central Europe and Russia. A full schedule of visits is planned for 2002 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.

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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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