



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

**ADAM MICKIEWICZ UNIVERSITY  
POZNAN, POLAND**

**February 18-22, 2002**

### ***Team Members***

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The origin of Adam Mickiewicz University can be traced to 1519 with the founding of the Lubranski Academy. For the next four centuries, the fortunes of higher education in Poznan waxed and waned, subject to the policies of occupying powers. Throughout its history, however, AMU and its antecedents were highly valued by citizens of the region. The University has attracted endowment support and is the beneficiary of gifts of land, property, and grants from the city (Poznan) and the national government.

Since 1989, in the wake of fundamental political changes in Poland, the University has expanded programs and increased enrollment at an incredible rate: 1990 under 15,000; 1995—28,000; 2001—more than 45,000 students. These numbers strain the resources of faculty, staff, facilities, and administrators.

At the same time, Poznan and the region of Wielkopolska have experienced economic growth and its consequences, and have introduced democratic political processes and private entrepreneurial capitalism.

These factors, understandably, have given rise to consideration of the appropriate role to be assumed by a public university in the emerging civil society.

These members of the consultant team very much appreciate the honor and opportunity to be invited to visit Adam Mickiewicz University, to observe its functioning and facilities, to visit with its Rector and a broad range of

academic and administrative staff and students, and to discuss issues relative to the role of a modern urban university in today's society. Our impressions and observations that follow are based on these discussions and visits as well as the materials with which we were provided.

The team members are indebted to the Rector Stefan Jurga for the excellent preparations for the visit. His assistant, Natalia Juskiewicz, helped greatly to expedite our work. She was extremely informative and helpful. Rector Jurga himself gave unsparingly of his time, which greatly aided the team members in gaining a grasp of the vision for AMU and the strategic plan in pursuit of that vision.

The schedule for the meetings is presented as an appendix to this report.

### ***University Mission***

The mission of the University is to provide high quality higher education opportunity to the population of the region, to support research as a foundation for excellence in teaching, and a stimulus to economic competitiveness for Poznan and the region, to collaborate with the public institutions of the city and region in developing solutions to economic, social, and critical challenges, to enhance the cultural life and treasures of Poznan, and to assume a national and international role appropriate to a major modern university.

Rector Jurga and his colleagues see AMU as having primary responsibility for the provision of intellectual, professional, and cultural service to the region.

### ***Internal Characteristics of AMU Response to Needs of Emerging Civil Society***

Adam Mickiewicz University makes its primary contribution to the culture and prosperity of Wielkopolska through its teaching and research functions. It is the principal higher education institution of western Poland, and one of the major universities of the nation.

At present, AMU enrolls approximately 48,000 students (2002), an astounding growth from the +/- 15,000 of 1990. While resources have been stretched to the limit—and beyond—by this three-fold increase, the Rector has the commitment of the University to meet academic demands of the emerging civil society.

Twelve faculties provide study opportunities in more than thirty fields embracing more than one hundred specializations.

Throughout its long history, the University has been resilient in its attempts to fulfill its mission. During the occupation in World War II, it continued to operate underground although officially closed. History has demanded innovation and AMU has responded. Today, it has organized teaching sites and “centers” over a fifty-kilometer area around Poznan. This approach to satisfying the

teaching mission, while familiar in the United States, is new to central Europe. The idea is spreading in Poland so other public universities adopt it, even though it has been discomfiting to some private institutions.

The University recognizes that students must develop the ability to “survive” in constantly changing circumstances, must be prepared to be productive in the “knowledge-based” society. Thus the universities introduce students to concepts and practices of “entrepreneurship” and a market economy, increasing the practical orientation and component of curricula in as much as supporting critical reflection on the role of knowledge in modern societies.

The team members learned that through the AMU publishing facilities and scholarly journals, the research activity of AMU professors exceeds 5,000 articles and 400 books annually.

Special mention must be made of the very impressive achievement in construction of a new campus in Morasko, a suburb of Poznan. Already, the physics and geology faculties are located there in facilities that are state-of-the-art both for research laboratories and instruction. Space is now being finished for additional science faculties, and Rector Jurga’s efforts were successful to gain additional state funding for continued construction on the new campus. AMU brings to Poznan and the region significant academic strengths in science, the arts, and economics, and of equal importance, a commitment to apply its resources of people and program to the political, social, cultural, and economic development needs of the people. Daily, it becomes more important to give careful attention to the availability and adequacy of programs of practical technical education and training. The university personnel and laboratories need such persons, and the corporate infrastructure of Poznan will also need them.

To be sure, such needs are most likely met in part by programs in other institutions in Poznan, such as technical schools, but the very excellence of scientific research facilities, and the quality of work done by academicians calls for development of a system of industrial parks, “incubator” facilities, innovation centers, patent and marking assistance. These are typical activities by which universities today collaborate with corporate and government bodies to the benefit of the emerging civil society.

All of this adds to the strength and capacity of AMU to contribute to the economic progress and democratic foundations of Poznan and Poland.

### ***External Characteristics of AMU Response to needs of Emerging Civil Society***

The team members are impressed by the dimensions of the AMU collaboration with the major social, cultural, and governmental institutions of Poznan and the region.

1. Corporate: It is clear that the University and corporate segments are engaged in mutually beneficial relationships. The Career Center of AMU

assists corporate entities to identify prospective employees, and likewise helps students to learn of employment possibilities, and to enter successfully into contacts and interviews with prospective employers. Furthermore, AMU provides “incubator” type assistance to “start-up” enterprises that is very important in view of the widespread interest among Polish youth in entrepreneurship.

2. Civic: Adam Mickiewicz University is engaged with Poznan and other cities in the Wielkopolska region in a variety of significant activities. An example of the important role played by AMU in this regard is the “Quality of Life Research Center.” Expert personnel from this center provide public officials with accurate information concerning citizen expectations and appraisals of public service. University professors collaborate with public authorities in such matters as planning, land use, environmental protection, health issues, and many others.

Another significant example of AMU service to the emerging civil society is its collaboration with and its coordination of the “network” of higher education institutions (pedagogical, technical and others) in Poznan. In addition, the University provides programs for secondary level students by which they learn about the requirements and opportunities of the several fields of study available to them. Undoubtedly, this outreach to the younger generation is at least partially responsible for the dramatic increase in the number of students enrolling in higher education.

The University should be commended for its demonstration of the importance of citizen involvement in public affairs. Through its laboratories, its classrooms, and the involvement of its experts and professionals, AMU provides a model of civic participation that educates and encourages the entire population. It is such effort and demonstration as this that constitutes a significant contribution to the development of democratic processes in the emerging civil society.

3. Cultural: The University enables the entire region to draw upon the cultural treasures of Polish arts and history. The programs and activities are numerous and varied, and they involve both University entities and close collaboration with community art groups. In addition to students and staff, the University provides venues, including the magnificent Grand Hall, for the presentation to the community of a broad spectrum of music and arts programs.

One notable program stimulated by AMU is the VERBA SACRA program—an integration of rhetoric and music, which sustains modern interest in ancient sacred texts and rites, but which also gives outlet to present-day authors, composers, and performers. The program is popular and successful and enriches the emerging civil society with a leavening balance to the new emphasis on economic activities. Similarly, AMU organizes and hosts music festivals annually, which attract throngs of students as participants and audiences. The festival activity has important

international travel and association opportunities useful both to the University community and to the economic vitality of the region.

The University community is well aware of the important contribution such international music festivals make to the emerging civil society. For example, the organizers of the UNIVESITAS CANTAT express it this way: "The festival concerts, which take place in the University Concert Hall and other venues of the Wielkopolska Province, aim at showing the rich musical variety of the groups and culture of the represented countries (the choirs perform music from the country of origin); creating atmosphere of openness and tolerance and inspiring cultural exchange. The very important assumption of the festival is to present Polish music to the foreign participants – each year all invited singers work together on the Polish contemporary work. The culmination of the event is the final concert that includes each choir presentation and the performances of the Polish contemporary piece prepared during the workshops by the massed choirs."

Increasingly, AMU is taking leadership roles nationally and internationally. Rector Jurga chairs the Polish Rectors group. The University has formal collaborative agreements with more than one hundred universities throughout the world. These agreements will be kept vital and operating or, it is AMU's intent, they will be terminated. One such "partnership" deserves special mention, the agreement between AMU and Viadrina University in Frankfurt (Oder). Nearly 1,000 Polish students are enrolled at Viadrina and simultaneously in AMU. Financing is provided by Poland and the Foundation for Polish-German Cooperation. The objectives of the cooperation are both personal advancement of the students participating and long-range beneficial relations between the two populations.

### ***Opportunities for Adam Mickiewicz University***

1. Currently, anticipation of membership for Poland in the European Union exerts a major influence on the planning of every institution in the Republic. There is no more important work for Adam Mickiewicz University than to identify all of the ways in which Poznan and the region can be prepared for the new demands and opportunities such status will present. The business and corporate community will need to understand the requirements that EU will bring to management of enterprises, trade in goods and services, adjustments perhaps in national subsidy and regulatory matters, and others. The general public may benefit from University programs providing information and understanding of the economic, social, political, educational, and cultural consequences for Poland of EU membership.

It might be important for the nation and the region for professors within AMU to analyze the potential contributions Poland may bring to EU policies and programs as a fully engaged member. This would be a service both to the Republic of Poland and to the entire European Union.

2. Adam Mickiewicz University has already established itself as successful in its commitment to identifying and serving local education, social, and economic needs. In this sense, it is an authentic “local” university. However, it also has an important global role. This is true because of its own vision of an institution devoted to the development of Poznan and its people. But it is also true because to endure and thrive in the 21<sup>st</sup> Century, “local” universities will have to be effective and competitive as a nexus of research, technological, and economic development, all of which already have become globalized. New technologies of communication and transmission open up to the “local” university all of the contact methodologies available until recently only to other, more international institutions.

Adam Mickiewicz University can realize new mission potential both from this new global role, and the new status conferred by Poland’s membership in EU. It is well positioned to undertake new relationships both within its region and the nation, new relationships having economic, social, and cultural impact nationally and internationally. There is not a geographic area of the world, not a substantive area of intellectual or commercial activity that is beyond the reach of the faculties of the University.

Such “globalization” can produce in the “local” university; i.e. AMU, the following:

- a. A new orientation to the government it serves.
- b. A new set of relationships for its staff within the University and between the University and the public and private sectors of the community.
- c. A new sense of professional commitment by University staff to public service.
- d. A new pattern of resource flow in support of university functions. “Globalization” can bring new relationships that open up more avenues of resources—grants, contracts, fees for service both within the host nation-state and multi-lateral.
- e. New potentially competing expectations among constituent groups within the University: students, professors, clients, et al.
- f. New patterns of relationships, such as partnerships and consortia with cognate institutions—institutes, clinics, universities—around the world.
- g. New or greatly reformed roles for the “local” university in its new “globalized” orientation, such as:
  - i. Incubator—Recognizing the social, cultural and economic strains growing out of “globalization” will require testing and marketing new

ideas and practices. This is likely to increase the local University function as a laboratory for assessing the efficacy and acceptability of potential solutions. Local universities will have a strategic advantage in their position between the practical problem solving of economic life and their engagement in the life of the mind that will legitimate them as neutral incubators of new ideas about both the natural science world and the political world.

- ii. Mediator—The local university may be the local culture's most effective setting to mediate the demands to preserve traditional values—at least in education—and demands for new approaches to economic, technological, and social development.

h. "Globalization" will require expansion of the role of the "local" university in all of the above ways and probably more, but the traditional "local role of teacher and preserver of accumulated knowledge and wisdom remain, and will continue to be vital to the stability of the 'local' society."<sup>1</sup>

- 3. Already, AMU has established a reputation for academic rigor and simultaneously reform and modernization. This is a difficult role to fulfill. Yet, the University can advance even further the availability to students of wide choices in the make-up of their degree curricula.

From meeting with a group of students, it is clear that student morale is very good, and at least this group was proud to be associated with AMU. Nevertheless, some further broadening of elective course options would be well received.

- 4. One of the most pressing current issues in society generally, and in academic communities specifically throughout Europe and North America is the status and rights of women in the professional ranks. Opening the leadership ranks to women professors and staff in Adam Mickiewicz University is an important opportunity. The Rector sees this as a natural development in the growth of AMU. Moreover, advancement of qualified women into leadership positions is also a natural demonstration to all of the institutional segments of Poznan and its region of the new basic realities of economic, political, social, and cultural life. This will become even more evident as Poland enters into the consortia associated with membership in the European Union that follows the strategy of "gender mainstreaming."

### ***Special Characteristics***

The leadership of the University deserves commendation for its initiative in organizing the alumni of AMU. This is not yet a common feature among

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<sup>1</sup> Ryan, John W., "Globalization and Higher Education", paper presented in Istanbul, Turkey, October 12, 2000.

European institutions, yet alumni constitute an important potential resource in support of University programs and mission.

This is an important dimension of the new role an urban university must play in the emerging civil society.

1. Alumni organizations can be valuable bases for continuing professional education.
2. They can serve as effective advocates for public understanding of a university mission and for adequate public funding of the teaching, research, and service functions of the university.
3. Alumni, especially if organized and motivated, can be vital to private sector funding-raising in support of university programs and activities.
4. Alumni are an important element in the efforts to recruit students, and to place them in internship and employment. This is growing in importance as the competitive environment among higher education institutions increases.
5. Alumni who function throughout the sectors of the society constitute an essential source of information on the effectiveness of University efforts to relate to the practical and professional needs of the community.
6. A well-organized alumni body can help safeguard the autonomy political insulation of the university and the preservation of its autonomy and academic freedom.

For all these reasons, the decision by the AMU leadership to cultivate alumni relationships and create alumni organization shows vision and strategic wisdom.

Another important innovation since the introduction of the new University legal system is the creation of the Foundation. Much of the physical and program development of the public university in the emerging civil society demands new vehicles for planning, land acquisition, capital funding, and continuing management. Large ventures in private fund raising call for the effort of a Foundation can provide. In addition, the investment and management of University funds and property often benefits by being a step away from direct University responsibility.

This is still another commendable move in preparing AMU for effective leadership and service in the emerging civil society.



## **Conclusion**

In Adam Mickiewicz University one sees a vibrant institution, newly enfranchised to fulfill the multiple roles required of a modern public university. The University community, galvanized by Rector Jurga, has a vision and a plan to be intimately involved with the life of Poznan and its region. It is engaged in significant ways in the economic, cultural, governmental, and social dimensions of the city. Furthermore, AMU sees itself playing an important national role as an international partner with other universities.

Poland now contemplates the demands and new environment of European Union membership. Its universities, importantly among them AMU, are challenged to assist in preparing for and responding to the challenges.

Polish higher education faces serious shortfalls in public funding, as enrollments grow and state funding fails to keep pace.

As Professor Marek Kwiek has written: "It is important to bear in mind that higher education funding levels in Poland at the moment are catastrophic and the remuneration of academics is extremely low . . . In 2001, the share of public funds assigned to . . . higher education (is) 0.83 per cent; each year the percentages decline . . . The expectations for 2002 are even worse . . ." <sup>2</sup>

AMU, however, has positioned itself to manage growth and qualitative improvement with growing support from its own revenue producing activities and increasing private support. This is a commendable spirit, and well assures that AMU is in an advantageous position when state funding increases, as it must.

Adam Mickiewicz University enjoys high morale among its students, insofar as the team members could discern, and high academic productivity from the professorate.

The University has established a remarkable collaboration with the local governments of the region, and keeps emphasizing contacts with and service to corporate and business segments.

In every way that we were able to observe, the University has a clear view of the expectations of a public university and the role it must play as part of the emerging civil society.

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<sup>2</sup> Kwiek, Marek, "Reforming Polish Higher Education in the New Millennium," International Higher Education, pp. 5-6

### Visiting Advisors

**John Ryan** (team leader) is former Chancellor, State University of New York (SUNY) System, where he served from 1996 to 1999. Dr. Ryan previously served as president of Indiana University from 1971-1987. During 1991-1992, he served as senior consultant to the administrator of Management Training in Central and Eastern Europe at the Agency for International Development. Dr. Ryan has also served as interim president of Florida Atlantic University in 1989 and the University of Maryland at Baltimore in 1994. His M.A. and Ph.D. degrees are from Indiana University.



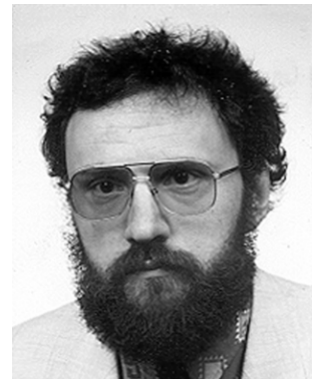
**Scott Atherton** is deputy director for the Universities Project and for Asian Affairs of the Salzburg Seminar. He served as counselor for careers in public service at the Office of Career Services at Harvard University, Cambridge, and Massachusetts from 1984 to 1989. He also resided in Israel from 1980 to 1983 as a Michael C. Rockefeller Memorial Fellow. Mr. Atherton holds a B.A. in social anthropology from Harvard University.



**Gisela Klann-Delius** is vice president of the Free University Berlin, where she is also professor of psycholinguistics. Previously she was professor of linguistics, and later research assistant on a project funded by the German Research Foundation. She has served as assistant professor at the Max Planck Institute for Psycholinguistics in Nijmegen, Netherlands. Professor Klann-Delius holds a Ph.D. in German literature, linguistics, and sociology from the Free University Berlin.



**Jiri Zlatuska** is rector of Masaryk University, Brno, Czech Republic, where he is also founding dean of the Faculty of Informatics and professor of computer science. He has been a visiting associate professor at the University of Delaware, Newark, USA, and has held various teaching and administrative posts at Masaryk University. His research interests include computer science and mathematical logic, the general impact of informatics, and information society. Professor Zlatuska holds a Ph.D. in theoretical computer science from the Czechoslovak Academy of Science, Prague.



## **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.

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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