



THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR VISITING ADVISORS REPORT

BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS BUDAPEST, REPUBLIC OF HUNGARY

**Second Visit
April 1-5, 2002**

Team Members:

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Introduction

This was the Salzburg Seminar's second Visiting Advisors Program (VAP) mission to BUTE, the first having been conducted two years earlier (April 3-8, 2000) by a team that included two of our members (Ploszajski and Yu). We regret that the team leader for our earlier mission, Dr. Tom Bartlett, was unable to join us this time due to illness, and we are joined by all of our hosts in wishing him a speedy and complete recovery.

As on the previous visit, BUTE leaders had identified several subjects on which they sought our advice and a number of representatives who wished to discuss particular matters with us, and our schedule enabled us to engage together in all of these interactions. They encompassed meetings with the Rector and his senior colleagues at the beginning and end of the visit, individual conversations with the Economic and Technical Director-General and the Vice-Rectors for Strategic Affairs and for Research and International Relations, group sessions with leaders of student government and services and of the International Education Center, discussions with the faculty members who preside over the University Council's standing committees (Economic, Educational, and Scientific), and opportunities to talk with the Deans of Faculties, the Director-General of Higher Education in the Hungarian Ministry of Education, and the Secretary-General of the national trade union for higher education employees—as well as guided tours of the recently merged library and both university campuses.

We thus had an opportunity to consider a wide range of issues and developments at BUTE and to reach a reasonable understanding of the principal concerns, challenges, and opportunities confronted or anticipated by spokespersons for various institutional constituencies. We appreciated the broad scope of this exposure, as we did the warm hospitality invariably extended to us. We were received with courtesy and addressed with frankness, our interlocutors were open in their deliberations with us and enthusiastic in their support for BUTE, and we came away with even more admiration for this university and greater confidence in its future than our predecessor team did two years earlier.

In the following pages of this report we briefly outline our perceptions of BUTE's present context, record our impressions of developments at the institution since the last visit in 2000, and offer some suggestions for further consideration by university leaders. We do so in full recognition that we don't know all the relevant factors or have all the desirable answers; but we have learned some lessons from our own experiences and developed some views during our visits to BUTE, and we appreciate this chance to share them as colleagues engaged in the struggle to advance higher education in all of our countries.

Current Context of the University

We believe that the context of BUTE now emerging is positive and bodes well for the University's prospects because it is characterized by an exciting time, a fortunate place, and a strong institution. First, the time is propitious for significant progress. Hungary's economy has recently been growing by about five per cent annually and its competitiveness ranking improved from 39th to 27th in the world between 1995 and 2000. It will soon achieve full membership in the European Union, which will open up new avenues to increased prosperity. The national government has lately been conveying an interest in university-related matters through such measures as its endorsement of the Bologna declaration on higher education reform (of which BUTE plans to be an early adopter), its publication of *Higher Education in Hungary at the Millennium* (which concludes with an enlightened chapter on "Reform"), its introduction of the "Széchenyi Plan" for substantially increasing expenditures on research and development (a proclaimed priority in the nation's economic strategy), and the vocational training contribution by corporations to support the costs of training programs (now accessible by the country's universities). With the change in government since our visit, we trust that the new authorities will see to the effective implementation of these national programs, and introduce further initiatives to support the progressive evolution of Hungary's higher education system. The time seems right for BUTE to move ahead.

Secondly, the University is well placed to progress in these circumstances. It is located at the heart of the capital city in an increasingly prosperous nation near the center of Europe. It has ample land on its two proximate campuses, one of which adjoins the high-tech Info Park for the promotion of research, development and technology transfer. Its setting along the Buda bank of one

of Europe's great (and most famous) rivers provides a situation that has proven both attractive to scholars and conducive to scholarship. This is a fortunate place for a university to be sited.

Finally, BUTE itself is a fine institution. It has a proud history spanning 220 years, and a rich tradition of dedication to academic quality. Its distinguished membership has included three Nobel laureates and several Olympic champions. Its library is decently stocked and automated, and many buildings seem suitably furnished and equipped. Its student-teacher ratio is enviable (at least by North American standards), its internationalization is proceeding (thanks, in part, to adoption of the credit system), and its academic domain is firm (and focused on those disciplines most in demand for the nation's economic development). This is a good University that should get stronger.

Developments Since the Previous Visit

The returning members of this VAP group observed noteworthy achievements and positive directions in the following areas:

1. We have always admired the University's impressive buildings and immaculate grounds, but this time we noticed important improvements, such as the renovation of the library in tandem with the merger between the University's library and the National Technical Library and Document Center. The BME-OMIKK now boasts seven handsomely appointed reading rooms, an electronic catalog accessible from 6000 computers, and expanded holdings. The acquisition of the previously shared space in the new Informatics Building gives the University exclusive use of this facility, including its well designed and impressively equipped teaching spaces.

2. We note the establishment of the External Senate, which provides the University direct and formalized connections with leaders of the private sector. We view this as an important development not only because such relationships benefit both the University and the businesses represented by the External Senate, but also because it is a step in the right direction to emphasize the University's central administration (as distinct from individual researchers, departments, or faculties) as the nerve center of the place. Likewise, the establishment of the Office for Strategic Affairs, with the Public Relations Office attached to it, is an important step to centralize decision making, streamline procedures, and facilitate strategic planning for the institution; the new Széchenyi Plan for enterprise development and the favorable Vocational Training Contribution changes, of course, present extraordinary opportunities for this Office and for the University as a whole.

3. The establishment of the new Faculty of Economics and Social Sciences seems to have been carried out swiftly and with tremendous success. The University was able to recruit experts in the field and establish a curriculum that is both popular and financially beneficial to

the institution. We understand that Hungarian national policy on higher education has been the driving force behind much of the swift action, but we are nonetheless impressed with these accomplishments.

4. BUTE has moved quickly to hold conferences for discussing the impact of the Bologna Process on Hungarian higher education and, specifically, on technology education. A credit system is in place now at the University and a four (minimum 3,5)-year BSc and two-year MSc degree are under consideration. These preparations will enable BUTE to position itself not only in the Central and East European higher education arena, but within EU higher education and, ultimately, global higher education as well.

5. Other commendable areas of initiative and action led by the administration include the establishment of a Code of Ethics, a Council of Quality, the continued internationalization of the curriculum and promotion of student mobility, and the continuation of discussions on the review and promotion procedures for University teaching staff.

6. Finally, the establishment of an alumni association under the Student Center, with more than 2000 registered members and a database of 55,000 alumni, is a great first step towards a concerted effort to establish an institutional advancement effort, which will be discussed in more detail below.

The total impression, therefore, is that this is an institution on the move, in tandem with Hungary's preparation to join the EU and the Ministry of Education's plans to gear up for globalization of higher education.

This is not to say, however, that BUTE can now "rest on its laurels"—nor does it intend to. Indeed, the Vice-Rector for Research and International Relations identified several matters of continuing concern on which our advice was sought, under the general topics of "Perspectives of Internationalization" and "Administration and Finances." Unfortunately, our schedule of meetings did not permit us to give all of these important topics the attention they deserved. The following are our brief notes on each of the Vice-Rector's specified discussion points:

1. Globalization—we are impressed with the increasing internationalization of education and research at the University, including the encouragement of Ph.D. students to spend a semester abroad in pursuing their research and the provision of assistance to researchers in developing proposals for funding. While we share the concern that global competition in the education market will intensify, BUTE is in a good position to develop special strength areas in technology and research to attract the best students from countries outside Hungary. Its central location on the scenic shore of the Danube, its accessible curriculum (including courses taught in English, German, and French), and a vibrant intellectual community are all great assets. Budapest's affordable standard of living is also an advantage.

The University may wish to consider developing a more aggressive international profile; its Public Relations Office certainly is a good place to engage in such activities.

2. The Bologna Accord—we are, as noted elsewhere, happy with BUTE's national leadership in this domain and wish to stress our conviction that the substantial curricular innovation necessary to implementing this European commitment provides an opportunity to introduce changes in several other areas of institutional operation as well (including new arrangements to enhance faculty recruitment, renewal and retention). We hope that the rigorous curriculum, which has distinguished the University from other institutions, can be maintained despite its reconfiguration into a four (minimum 3.5) + 2 sequence of Bachelor's and Master's programs. We also consider the direct interaction between the professor-researcher and the undergraduate population a great tradition at BUTE. We have learned that in their formative years, undergraduate students benefit greatly from the influence—both intellectual and personal—of their mentors, and a well-informed and loyal undergraduate population is a great foundation upon which to build a graduate program of high caliber. We hope that the mistake that some North American institutions have made—i.e., hiring adjunct lecturers or teaching assistants to teach undergraduates while keeping high-profile professors away from the classroom—will not be repeated at BUTE.

3. and 4. Financial and Administrative systems—we are pleased that the University is giving urgent attention to these topics, and our suggestion in the following section for the establishment of an Office for Institutional Research addresses some of the issues raised—duplicate e-mail systems, missing or misplaced institutional data, information that is difficult to interpret, data that are not coordinated or cross-referenced, etc.—which lead to difficulties in tracking resources, from life-cycle planning of scientific and computing equipment to the maintenance of physical plant and monitoring R & D activities, to name just a few. Another issue that surfaced during our conversations with BUTE leaders is that university administrators are usually not professionally trained to be managers of complex organizations and, thus, there needs to be an institutional commitment to groom and nurture such competence. We would encourage the University to send its current or prospective administrators to seminars, conferences, and workshops where management skills are taught and best practices are showcased. Furthermore, there are software applications available for the management of projects, for the assessment of curricula, for keeping track of institutional activities and resources and thereby enforcing a mission-centric view from all levels of university operations. BUTE leaders should consider investing in such systems, which could prove cost-effective in the long term.

5. Spin-offs—we were asked whether we viewed the growing international interest in various approaches to technology transfer by

universities as a transitory fashion or a feature of the future, and we reiterate our conviction that it is the latter—hence our comments in the following section on the importance of policies concerning intellectual property and related matters. In short, we believe that BUTE's greatest asset is its collective brainpower. Where that resource is garnered for the welfare of the University, the institution will thrive; where that power is dissipated, it will suffer. Spin-offs, therefore, should never simply be "spun off" and become detached from the University. Rather, they should be tethered to the institution intellectually and financially, to the benefit of both the researchers and the organizations involved.

6. The tenure system—we offer a number of suggestions below on the management of faculty as a crucial human resource in higher education and would only add here, in response to a particular question raised with us, that the abolition of tenure is neither a necessary nor a desirable means to increase the proportion of teaching staff with temporary contracts rather than permanent appointments. We believe that the prestige, academic freedom, and international mobility afforded by tenure should not be underestimated. BUTE would do well to take into consideration the implications of this in a context of global competition for top-notch faculty members and researchers.

While we regret that our agenda did not permit time for us to deliberate more directly on these specific items identified by the Vice-Rector for Research and International Relations, we believe that most of them received rather full consideration in the context of other discussions during our mission and that our suggestions in the next section of this report address important aspects of them well beyond the above notes.

Suggestions for Further Consideration

Based upon our discussions during this second visit (as well as our own experiences) and in response to requests from the BUTE leadership for any further advice we might have, we would offer the following suggestions for consideration as the institution seeks to consolidate the valuable gains it has made and strives to fully realize its promising potential:

1. We have heard, from different sources, that various sectors in the University are struggling with information about the institution, which seems to reside in different places; some administrators are not certain what kinds of information to request in order to support management decision making; some members of the community worry that important policies, once established, are not communicated adequately to the community or enforced with uniformity. Accordingly, we recommend the establishment of an Office for Institutional Research at BUTE

Even in ordinary times, Institutional Research (IR) is of primary importance to university planners, including higher education administrators, teaching and research faculty, and student services

staff. An Office for IR is responsible for collecting and analyzing data by utilizing such tools as spreadsheets, statistical packages, database management and presentational software and then for delivering management information, such as inventories of facilities and equipment, depreciation and replacement life-cycle planning, information on administration and faculty as well as the student body, curriculum and instruction, students' characteristics, alumni assessment, recruitment and admissions, prediction of student academic performance, campus climate, and possibly retention, attrition and transfer. By tracking institutional data over time and through comparisons with data from other institutions, the IR office will be able to offer important information for the University's management to use in its decision-making process. The information can and should also be communicated to the University community so as to provide rational support for decision-making. The communication aspect of IR is so crucial that some universities' IR offices are being called offices of Institutional Research and Communication.

BUTE is, unquestionably, in a pivotal period of its history. It is transitioning from a regional and national university of technology, largely supported by the State in its funding and enrollment planning, to a true competitor in global higher education. It is also evolving, in operational structure, from a loosely connected confederation of faculties and departments with powerful individual researchers and professors, to a highly focused, mission-driven, efficient institution with an administration that is not only managing, but leading the University. In every aspect of its operation and planning, it must have accurate, useful data to aid decision making: in the subtle interplay between increasing student enrollment and quality assurance; in the oversight of university professors' time, intellectual output, and compensation; in the analysis of comparative strengths and weaknesses of its peer institutions; and in the quest for a balance between market-economy driven principles and a largely socialist mentality amongst the members of its community. A sharply defined university mission—coherent, rational, and clear—can only emerge when the pertinent data are available, current, and accurate.

Indeed, we believe that this Office, staffed with experienced professionals, is so important to the institution that it should be placed, physically and administratively, close to the Rector's Office.

2. There is also a need for greater attention to what, in North American universities, is known as "institutional advancement." This function should be devoted to friend-raising and fund-raising among individuals with an interest in contributing their time, talent, connections, and other resources (including financial) to assist the continuing progress of BUTE. They can be helpful in advising on academic directions, in recruiting promising applicants, in mentoring students, in finding employment for graduates, in linking the University with leaders of businesses, governments and other

institutions, in serving as its ambassadors of good will—and in generating financial support, both personally and through contacts, for its further development. The principal pool of such friends, of course, is the University's own graduates—and we understand its alumni database contains some 55,000 entries comprising an untapped worldwide source of potentially powerful support.

We are well aware that philanthropic giving is not yet an established tradition in the Hungarian culture (or, indeed, throughout much of European society); but we believe that BUTE could start to cultivate such an orientation by concentrating, in the first instance, on members of the Hungarian diaspora in the west. Many BUTE graduates (and other friends and beneficiaries of higher education in Hungary) now live comfortably and work rewardingly in Canada and the U.S., for example, close to neighbors and colleagues who contribute regularly and generously to their own "alma maters"; there is no reason to believe that the latter's Hungarian associates would not do likewise, if invited in a sensitive and professional manner. Help could be obtained, in contacting and even convening these people, from the Hungarian Embassies in the countries concerned. We therefore suggest that the University consider establishing an Office of Institutional Advancement, perhaps linked with the Office of Public Relations under the jurisdiction of the Vice-Rector for Strategic Affairs, to provide leadership in this endeavor.

3. If "an army marches on its stomach," then a University like BUTE runs on its intellectual juice. The University's eminent history is a great attraction to talent, both in its teaching and research staff and in its student body. But that may not be enough in the increasingly open (and therefore competitive) global market of higher education to attract and retain future Nobel Prize winners and first-rate students.

We believe that the greatest danger to the University is the possibility of "brain-drain." We see potential problems in three areas:

a) Research scientists use their BUTE professorships, facilities, and research assistants to engage in sponsored research and development work. The University receives up-front support, but does not participate in the ownership of the intellectual property (IP) produced, or in the potentially explosive growth of the market value of such intellectual property. In short, the process of the creation of knowledge takes place at the University, but the fruit of that process does not stay in the University. We understand the complexity involved in international IP issues. However, we think BUTE's Strategic Affairs Office has the leadership and expertise to convene meetings and begin conversations on this subject with multinational corporations, government regulators, and Hungarian educational institutions' policy makers.

b) There is wide acknowledgement that, when the current generation retires, there will be a shortage of quality teaching and research staff because the brightest young people are not choosing academic careers, even at such a prestigious institution as BUTE. We think it will behoove the University to face the market reality sooner rather than later. Professors, however dedicated to the creation, organization and transfer of knowledge, still need to be adequately compensated. The first step for BUTE may very well be to figure out in what ways they are being compensated now, from within the University budget and from external support, and how much such compensation amounts to. Then the University can begin to see the magnitude of the task, and start to identify crucial areas and target these with additional resources. These resources may increasingly come from the private sector, a traditionally untapped source. For instance, endowed professorships can attract scholars and researchers without depleting the University's salary budget. Named laboratories, buildings and research facilities can ease the burden for infrastructural investment.

The current BUTE system of compensating teaching staff at a given rank uniformly serves as a strong disincentive for anyone to contemplate an academic career at BUTE. Neither seniority nor merit features in a professor's compensation. This system is so detached from established practices in industry and in most higher educational institutions around the industrialized world that it warrants immediate attention and reform. We think that developing salary scales associated with rank, years of service, and special achievements would be a good project for the BUTE Educational and Scientific Committees to undertake, as their able leaders have already thought much about the issues involved in appointment and compensation of teaching staff. Perhaps a logical timeline can be established for the proposed new compensation scales to be introduced concurrently with the implementation of the Bologna processes.

c) As MIT makes all its courses available online at no cost, and German universities offer free admission to the best students in the EU, the global competition for talented students becomes increasingly fierce. The traditional low-cost higher education of Hungary will lose its exclusive allure, and all institutions will need to play on a level field—that of educational quality. The quality of education includes more than course content. It also includes the quality of the discourse among students, the collaborative interaction between and among students and their mentors and, more ephemerally, the sense of a university's tradition, the pride of being a member of the institution, and even the feeling of the university's physical presence. These factors are both quantitative and qualitative. A truly excellent place of education is a magnet for talent, passion, trust, and loyalty.

BUTE needs to nurture all these aspects of university life. While the University engages in institutional research, in quality assurance, in intellectual property policy-setting, in open communication with all members of the community about its strategic planning, in improving faculty and staff compensation, in renewing contact with its alumni, in clearly laying out an institutional vision and keeping everyone's energy focused on that vision, it will also create a sense of ownership among the students, and soften their attitude of entitlement. Happily, BUTE has a very attractive campus, in an elegant and picturesque city. Its intellectual atmosphere rivals its natural beauty. It is filled with dedicated professionals who are energetic and forward-looking. It is an easy place to love, and the University should do its utmost to ensure that generations of the best students in the world will want to come here, fall in love with the University, and thrive.

4. Any university that nourishes academic freedom encounters centrifugal tendencies that threaten at times to atomize (or at least polarize) the institution. These forces must be resisted because they can dissipate efforts along paths that do not contribute to (or can even conflict with) the university's academic direction; and when large amounts of intellectual output and energy are not focused upon mission-compatible goals, the institution's capacity to resolve its problems and reach its objectives is seriously compromised. The only agency in a position to prevent this is the university's central leadership. Such a mandate requires a high level of supervisory and communication skills to ensure that the contributions of different components of the institution's work are coordinated, complementary, and synergistic. It must be ensured that the university is truly greater than the sum of its various parts—that it is going somewhere as a distinct entity and that all of its constituents know where it is going, why it is going there, and how they can help it get there. (Similar leadership is necessary at the Faculty level on the part of Deans, who must coordinate and add integrative thrust to the teaching, research and professional activities of their scholars, students and sub-units.)

We commend the BUTE leadership on introducing periodic "Agora" sessions as an approach to meeting this challenge, and we strongly encourage other efforts to convey the Rectorate's vision of the institution's future and to persuade the university community to "buy into" it. One such endeavor might be to introduce orientation/training sessions for colleagues assuming their first leadership positions on campus, facilitated by more experienced senior leaders, as opportunities to "get the message out" and to equip them to act on it and to "pass it on".

5. Most of BUTE's major challenges and opportunities identified in this report require solutions that are mutually reinforcing and concurrent. Implementing the Bologna declaration, tapping alternative sources of

revenue, recruiting and retaining excellent professors, maintaining academic quality while serving a more diverse student population, respecting intellectual property in transferring research-based technology, protecting distinctive identity in the face of rampant globalization, basing strategic decisions on competent institutional research, etc.—none of these can be pursued effectively without addressing the others as well. The solution to each entails solving the rest; and the responses to all must enable and enhance one another in an operationally coherent and strategically integrated way. The “cherry picking” of particular challenges or opportunities for isolated attention won’t work; it is virtually an “all or nothing” situation. And here again, the responsibility for ensuring that it is “all” rather than “nothing” can only reside in the University’s central leadership. So once more we have reason to applaud the recent establishment of a Vice-Rectorate for Strategic Affairs, whose incumbent will probably need to be the Rector’s main adjunct in guiding the comprehensive approach that university progress requires in these challenging times.

6. Finally, few if any of these issues can be resolved independently of governmental policy and action. A strongly functioning working partnership with the government of Hungary is fundamental to BUTE’s success—and vice-versa, we submit—and we commend the University’s leadership on its recognition of this necessity, and trust that it will be sustained through the current period of change in government. Moreover, major national institutions of higher education have an important role in advocating (perhaps through coalitions) desirable improvements in governmental priorities and practices—not only in matters concerning advanced education and research, but also with reference to broader social and economic issues that impact on and are affected by the work of universities. BUTE has a responsibility, in its own and the country’s interests, to undertake this kind of advocacy. Thus, government relations are a crucial function of the University’s central leadership, and the capacity for fostering that function must be clearly established at the highest level of senior management.

The foregoing observations are provided with strong respect for the aspirations and capabilities of our colleagues in the BUTE leadership and in full consciousness of our own inferior knowledge about the Hungarian situation or the University’s circumstances. They are, nevertheless, reflective of opinions we have formed during the course of our visit and in light of our own experiences in other settings. We hope, therefore, that they will be of some interest and assistance.

Conclusion

We conclude this report in a mood of considerable optimism regarding future prospects for the Budapest University of Technology and Economics. Its current context is promising, it has made significant progress since our last Visiting Advisors Program mission here, and we trust that our suggestions for further consideration will receive the same degree of attention that was accorded to our predecessors' report (indeed, we were pleased not only by the large number of BUTE personnel who had obviously read the earlier document, but also by the gratifying degree to which its recommendations had been acted upon). We sincerely hope that our present contribution will be received in a similar vein, as expressing the views of admiring colleagues from other countries who have great confidence in the institution's continued advancement and who wish it well.

As the University embarks upon the next stage of its evolution, we remind its leaders that the completion of our visit does not mean the end of its relationship with the Salzburg Seminar. There is no need for BUTE, as it pursues further initiatives, to "reinvent wheels" that are already turning smoothly elsewhere in the world. The members of our team in particular, and the Salzburg Seminar in general, remain interested in facilitating the University's work in all possible ways and we stand ready to share the lessons we have learned from similar endeavors in other settings. We encourage the BUTE leadership to take advantage of the connections we have already formed together—and we thank them once again for their courtesy, their hospitality, and the fine example they provide for all of us who are committed to the international advancement of higher education.

Visiting Advisors Team

Robin Farquhar (team leader) is professor of public administration and former president (1989 to 1996) of Carleton University, Ottawa, Canada. From 1981 to 1989 he served as vice chancellor and president of the University of Winnipeg, Manitoba, Canada, and has chaired the Canadian Bureau for International Education. Dr. Farquhar is former president of both the Canadian Society for the Study of Education and the Commonwealth Council for Educational Administration. He received a B.A. and an M.A. in English from the University of British Columbia and a Ph.D. in education administration from the University of Chicago, Illinois, USA.



Piotr Ploszajski is former director general of the Polish Academy of Sciences, Warsaw. He is currently professor and head of the Department of Management Theory at the Warsaw School of Economics, chairman of the Polish-Japanese Management Center, and adjunct professor in international business studies, Carlson School of Management, University of Minnesota, USA. From 1987 to 1991, Professor Ploszajski was the director of the Institute of Philosophy and Sociology, the largest social science research center in Poland. He is a consultant for numerous industrial, non-profit, and government organizations. Professor Ploszajski studied at the Sloan School of Management at Massachusetts Institute of Technology, the Harvard Business School, USA; and at the Institute of Philosophy and Sociology at the Polish Academy of Sciences, where he received a Ph.D.



Clara Yu is the director of the National Institute for Technology and Liberal Education, which "serves as a catalyst for innovation and collaboration for 81 liberal arts colleges in the U. S., assisting these colleges as they seek to make effective use of technology to enhance teaching, learning, scholarship, and information management." She is also the director of the Center for Educational Technology, which serves 37 colleges in the Mid-Atlantic and New England region. Dr. Yu has taught at Dartmouth College, the University of Maryland, and currently holds the Cornelius V. Starr Professorship of Linguistics at Middlebury College. Prior to joining Middlebury College, Dr. Yu was a consultant in the Washington, D.C. area, specializing in artificial intelligence, knowledge engineering and expert systems.



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 2003. 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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