



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

**NEW BULGARIAN UNIVERSITY  
SOFIA, BULGARIA**

**December 2-6, 2002**

***Team Members***

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***New Bulgarian University: Artes Liberales***

***Introduction***

This report summarizes the results of the second mission to the New Bulgarian University (NBU) that the Salzburg Seminar conducted under the auspices of its Visiting Advisors Program (VAP), the first having taken place three years earlier (November 14-18, 1999.) The current team included two members (O'Brien and Fried) who had participated in the first visit, and two first-time visitors to NBU who were chosen for their pertinent expertise concerning the subject matter on which the University was seeking the advice of the visiting team.

As opposed to the first visit, this time NBU requested that the discussions focus on one single issue—the experience with the newly introduced *Artes Liberales* (AL) program at NBU and its ramifications for the educational philosophy of the University as a whole. Consonant with this request, the visiting team met with only a relatively small group of NBU colleagues who represent the core faculty of the AL program. The deliberations with this group were intense and wide-ranging, centering around the general principles of the liberal arts approach to higher education and its adaptation to the specific conditions in a Central and Eastern European environment. The team also had an opportunity to meet with a group of AL students and subsequently to present the preliminary findings resulting from the discussions to the President of NBU, Professor Bogdan Bogdanov, and the Rector, Professor Sergei Ignatov.

We would like to thank all staff members at NBU who were involved in the preparation of the visit, for the arrangements made on our behalf, along with those who participated in the meetings for the frankness and open-mindedness that characterized the discussions throughout our stay at the University. We value the trust that NBU has invested in this team of Visiting Advisors and consider it a privilege to be asked to contribute to the further advancement of such a fine and forward-looking institution. The visit enabled the team members to expand their knowledge and insights into international higher education. In the spirit of reciprocity, we are offering in this report a number of observations, suggestions and recommendations that we hope will be useful to NBU.

Since this was the second visit of a team of Visiting Advisors from the Salzburg Seminar to NBU, the report does not include any descriptive information on the host University to avoid duplication with the earlier report. It dovetails with the latter in that it extends and deepens the topic of new learning styles and methods (“new” in a Central and Eastern European context) that played a prominent role during the first visit. We therefore encourage readers to consider both reports as complementary and mutually reinforcing of one another.

The focus of the Salzburg Seminar's University Project visit to the New Bulgarian University (NBU) was on the newly initiated *Artes Liberales* (AL) program. By extension, the team discussed with members of the administration, faculty, and students the more general characterization of NBU as a place of liberal education. Since “liberal” is a founding characterization of the institution, it is worthwhile placing the designated *Artes Liberales* initiative within that larger institutional framework.

The “liberal” characterization of NBU overall arises from the institution's deliberate strategy of offering a differing, alternative approach to higher education than has been and remains the traditional modality at established state institutions. The historically established educational and pedagogical strategies of higher education in Bulgaria are highly structured around fixed curricula, rigid didactic methods of instruction, and autocratic relations between professors and students. This “traditional” pattern conforms to old-time traditional European patterns and the conformist assumptions of the Soviet period. NBU's contrasting philosophy of higher education calls for open curricula with maximal choice, interactive instruction and democratic procedures. In its founding rationale, this “open” style of education was defended not merely as a better model for higher education, but as a model both explicit and implicit of modes of thought and action needed for fostering “civil society” within Bulgaria.

As an “open” model of education, NBU has captured one of the important strands of the tradition of “liberal” education. The establishment of a special *Artes Liberales* program, however, presses for a more complex and developed notion of “liberal education” beyond the focus on “openness” that has sustained NBU to this point. The Visiting Advisors spent much of their time exploring with the NBU representatives the varying terminologies and assumptions surrounding “liberal arts” education as it is understood historically and currently in the United States and in the recent trend in Europe toward “liberal arts.”

### ***Artes Liberales***

The present program at NBU is an initiatory program offered in the first two years of a student's education. As such, it falls under the general rubric of "Basic Programs": an array of specific subjects from "Administration and Management" to "Visual Arts." Quoting from the official description:

The [*Artes Liberales*] program is based on the existing set of general [general education] courses at NBU that aim at giving knowledge in the field of humanities, social and natural sciences. Its aim is to provide the students with the intellectual context of the professional knowledge to be acquired in their further academic studies.

Requirements: 80 credits: Elective courses and seminars - 68 credits; General courses or skills - 8 credits; General courses for knowledge - 4 credits (in a field different from the chosen area of knowledge).

AL as described above appeared to the Visiting Advisors to be misplaced within the category of "Basic Programs," and in its internal make up (from courses in "general education") to be inadequate for its aims and aspirations. Liberal Arts in the full sense means more than "open" curricula and interactive instruction. All other programs listed in NBU's Basic Program would appear to be clearly *basic* studies for more *advanced* study within a specific field (economics, history, music etc.) As a "Basic" program, AL appears as an anomaly since it does not seem directed at any named field of specialization or major. (Thus there is the concern on the part of NBU about the articulation of the AL with the final two years of *specific* disciplinary study.)

If AL seems oddly placed within the general category of Basic Programs, it also seems inappropriate as "General Education." While "General Education" is sometimes offered as a weak version of a "liberal arts education," the concept of liberal arts suggests a more robust content and structure. The team was particularly concerned on this matter since the current AL "structure" at NBU appears to be a free choice of 68 credits (85% of the program) across an array of some 47 courses in multiple subject areas. The conclusion of the team was that one could not define a proper *Artes Liberales* program only via open choice, interdisciplinary study, and interactive teaching: some significant structure and pattern within the program seemed imperative if it was to live up to its name and claim on the liberal arts tradition.

The inquiries that team members put to administrators and faculty as well as students suggested discrepancy and lack of clarity about the proposed role and function of *Artes Liberales*. On one hand, it was suggested that the new program was initiated as a means of capturing students in the admission's pool who were *undecided*. Instead of being required to choose one of the specific Basic Programs, students could opt for AL while postponing to their upper class years a decision on a "major." (Since the pattern in the state universities is to select a particular subject within a specific "faculty" on entrance, AL as currently constructed does conform to the more general "liberal" stance of NBU.) Conversation with six students in the *Artes Liberales* program tended to confirm the notion that it was a haven for the undecided or those who deliberately wished to avoid specialization.

In contrast to AL as an open program for the undecided and the exploratory, there was strong support among the administration and faculty for more “meaningful” content and method-specific structure for the program. The Visiting Advisors share that desire and urge movement toward a more coherent, structured program that has sufficient structure to ensure that students meet the learning objectives envisioned for the program.

*Why should there be a more structured program for Artes Liberales?* Commending structure for the program may seem a reversion to the “autocratic” assumptions from which the “open/liberal” philosophy of NBU seeks to instantiate. In addition, structure may run counter to the desire to attract students who are undecided about specific courses of study. However, the Visiting Advisors are not proposing that all open choice be eliminated, but that an appropriate structure that helps guide curricular choices will enhance learning and improve efficiency of the program. Some suggestions for structural improvements are offered in the recommendation section of this report. We believe that adding structure within *AL* would not only conform to the philosophy of NBU but could enhance its standing within Bulgarian higher education.

“Liberal Arts” is by no means a fixed notion. Historically it has meant many different things, among which have been the education of the leisure class (those *liberated* from work and thus *free* to engage in theory), those basic studies which were *above* (free from) specific subject matters (the medieval basic studies of logic, rhetoric, dialectic etc.), the general habits of thought and action which are required for a democratic (free) society (the dominant philosophy for the founding of the American liberal arts colleges).

The fundamental option for “liberal” education at NBU has been based on developing the habits necessary for a civil society. It is obvious that in an autocratic, command structure within the state or university educational system, the habits of civil society are repressed. The only civic virtue is obedience. With the opening of Bulgarian society, citizens must make their own choices, but the choices made must not be merely self-serving and short sighted. Virtue, as Aristotle long ago noted, is not simply choosing, it is a habit of choice in regard to those moral and social practices that sustain the society. Thus, to the extent that NBU views itself as an instrument for the development of civil society within Bulgaria, a liberal arts direction defined only by open choice fails to realize the aim of creating civic virtue.

If one restricts the issue of “liberal arts” simply to the context of higher education in Europe and America, the current *Artes Liberales* program at NBU would be regarded as minimalist. “Liberal Arts” may not be a very precise notion, but it is not wholly empty. Various species of “liberal arts” programs, while by no means identical, have a certain “family resemblance.” NBU’s current *Artes Liberales* program seems a cousin so distant that he/she might be disowned — not a desirable outcome!

Finally, if one refers only to the wording above about *Artes Liberales*, the Visiting Advisors believe that the current practice does not live up to aspirations. If the aim is to provide “the intellectual context of ... professional knowledge”, it is doubtful that the free-choice selection across a mixed array of subjects can assure such an outcome. Several problems immediately come to the fore: (1) the range of subject matters open for choice

can produce a “grab bag” of courses reflecting personal whim or taste rather than a coherent development of skills, (2) there is no designated level of sophistication among the courses. Ideally students should move from basic information toward methodological sophistication, (3) the current two credit course pattern necessarily scatters selection in order to meet the required total of 68 credits, (4) two credit courses seem ill suited to the sort of rigorous, in-depth study that should characterize a robust liberal arts program.

### ***Suggestions and Recommendations***

The Visiting Advisors offer the following suggestions and recommendations for further development and strengthening of AL:

#### ***General Assumptions:***

Content: The AL program should continue to emphasize *breadth*. In that regard it is clearly distinguished from the overall direction of the Basic Program that is tied to information and skills for a specific discipline. Breadth of program does not, however, imply a miscellany of courses. While ranging across disciplines, the program should be designed to indicate comparisons and contrasts in principles and methods of science and scholarship.

This leads to the second content assumption: *conceptual sophistication*. Even within a two year AL program, it should be possible to move students from basic information toward genuine appreciation of the “intellectual context of professional studies” promised in the current description but insufficiently catered to in the current program implementation.

Method: pedagogy should be *interactive* overall. The current assumption that the seminar classes are the primary locus of interactive teaching and learning is too restrictive. Even at the initial level and most definitely at the higher levels, there should be an emphasis on *critical* thinking over the mere ingestion of facts or honing of mechanical skills. To the extent possible, class size should be limited to twenty-five in order to enhance interactive learning. At the same time, students should be expected to take on greater independent responsibility in pursuing their studies.

Outcome: what is the final aim of the AL program? Above all it should seek to develop a love of and a capacity for *learning for its own sake*. Outcomes testing should be aimed at assessing the basic aim of an AL curriculum: sophistication about the intellectual context of specific subjects and studies. AS a way of ensuring testable results of acquiring intellectual breadth and sophistication, distinctive learning objectives for students in AL must be articulated, which would also function as the basis for designing the structure and providing an assessment tool for the entire program.

Given these general assumptions about a genuinely robust AL program, the Visiting Advisors make the following suggestions and recommendations. We believe that any of these suggestions would constitute a strengthening of the program. The suggestions

are not, however, interdependent, they do not all have to be adopted, and they could be implemented singly and at different stages in the development of the program.

### ***Specific Suggestions and Recommendations***

Cohort learning: when the team met with the current students in AL, we discovered that they did not know one another although they were all from the same entering class. Since the number in the program is limited, banding the students together as a designated group would enhance morale in the program and create opportunities for shared experience that can be among the most potent forms of learning.

Curricular structures: to the extent that AL would be strengthened by adding some structure to AL (i.e., requiring all AL students to follow a specific coherent sub-set of courses as a portion of the AL curriculum) the possibilities of cohort learning are increased. Instead of students scattered across the curriculum, students in a coherent program share common course experiences that serve as basis for shared learning.

Conceptual Advance: a robust program of liberal arts should structure courses developmentally leading toward insight into principles and methods utilized in the various fields of study.

Increase Credit levels: the Visiting Advisors strongly believe that too many two-credit courses dilute the need for rigor required in proper liberal arts programs. Fewer courses with greater depth should be planned.

Student Assessment: more emphasis should be given to the various ways in which students fulfill learning objectives: independent research, class participation, contribution to group assignments. This suggestion has a positive relation to cohorting and to extended course credits.

Coordinate Courses/Instruction: in planning the pattern of courses in AL, the faculty should take special care to coordinate the content of different course work. For instance, if an advanced course on literary analysis assumes some knowledge of psychoanalytic theory, this should be recognized in establishing course progression. To the extent possible with manpower assignments, cooperative teaching in a common course maximizes the sense of inter-disciplinarity and critical thought which is an aim of the program.

Artes Liberales as a distinct program: AL is already oddly categorized as a “Basic Program” since its aim and structure is quite distinct from the “introduction-to-discipline” approach of the other selections. The Visiting Advisors thus make the bold suggestion that *Artes Liberales* be broken out of that pattern and offered as a distinct point and program of entrance to NBU. Separation into a distinct program would not only clear up confusion concerning category, it could highlight a truly distinctive aspect of NBU—and one that may become a “signature” program for the University.

Selectivity of Students: AL as a separate, distinctive program may provide NBU with the opportunity to attract a particularly desirable student population: adventuresome

students with broad intellectual interests. The AL program could be promoted as a special opportunity open to the special student. The University might seek to identify possible students in the admission pool and extend a special invitation for these individuals to join the program.

The Visiting Advisors have limited suggestions to the time line of the current AL program: the first two years of NBU education. We would assume that the initial year for AL students would be somewhat similar to that of all students since there would be a significant concentration on skills and “general education.” Presumably the initial year would consist of forty credits from a somewhat structured menu of courses that will develop necessary skills and perspectives on the choices that will be made in the further course of their studies. The second year would, then, be quite specific to the AL program. The issue was raised about articulation of AL to the major to be pursued in the final two years of study. We were told by our NBU colleagues that the transition from the AL program into the majors causes some concern and that AL students would perhaps have to do some extra course to meet the requirement of the subject-specific majors. However, the Visiting Advisors believe that in general this should be a solvable program. If more structure is introduced into AL, the “clustering” of courses will perform more directive to majors than the current open selection. In turn, many of the major programs would seem to be sufficiently open-textured that an AL student should be able to enter them with only minor adjustment. In order to provide more guidance to AL students, it would be of great help to develop written descriptions of curricular pathways to various majors. The experience of one of the team members in placing liberal arts graduates (with a full four year “AL” program) into structured high prestige *graduate* studies—where they succeed better than those coming from structured undergraduate programs—suggests that AL could *enhance* success in a major, not detract from it. Ultimately, it would seem advisable for NBU to consider the conversion of the current two year AL program into a full-grown and free-standing four year program in its own right. A comprehensive liberal arts education is a rigorous and mind-forming academic training. It equips its students with an intellectual flexibility and adaptableness that benefits any career choice, be it within the university or in the professional world.

The Visiting Advisors reiterate that the proper goal of “liberal arts” cannot be contained within the notion of open choice. The liberal arts in any of its historical forms aim at certain habits of thought such as critical thinking, sense of context, breadth of insight, and flexibility of analysis that require structured learning. Such structured learning suggests a program with coordinated content across a determined range of subject matters, interdisciplinary courses, along with interactive, critical thinking on the part of students. To realize a full liberal arts program and style at NBU, the following critical factors need to be assessed by the institution:

Faculty: are there faculty available who understand the aim of AL and are capable of creating the course structures and pedagogical methods necessary for its implementation? Can faculty currently available be educated and trained in the AL philosophy and methods? Is there a sufficient cohort of faculty committed to NBU and the AL program to sustain it during development and sustain it over time? (The Visiting Advisors were pleased to learn that over the past two years NBU has significantly increased the proportion of full time faculty.) The team members fully support the current

plan to launch an educational resources center to enhance the development of interactive teaching skills among faculty. This center should offer an orientation course for all *AL* faculty, as well as a portfolio of developmental programs related to specific teaching techniques.

Students: is the prospective student population prepared and/or interested in an *AL* program? To the extent that the current Bulgarian student expectations may be highly directed at 'marketable' degrees such as law or business studies, *AL* may seem unattractive to all but the "undecided" and the academic tourists. We believe that NBU should be able to articulate and promote a robust *AL* program in a manner that will attract very desirable students.

Orientation and Outcomes: NBU should conduct research to ascertain why students choose the institution in general, and the *AL* program in particular. Regardless of the initial reasons for choice, NBU should undertake a developed program of initial *orientation* to the philosophy, style, and expectations of the University. Students should develop a special sense of being *NBU students*. This orientation should include not only orientation days for incoming students, but structure within the first year of study that conforms to the institutional style, and written materials about the philosophy of NBU. Orientation to the general philosophy of the institution should be a requisite for all entering students. Finally, outcome research on all students, differentiating *AL* students as cohorts, should be undertaken not only for institutional planning and feedback but also as an instrument explaining NBU to its various "publics."

Market: following from the above—NBU should seek to articulate the virtues of *AL* and the institution's overall commitment to "liberal education" to the business, government and cultural institutions within Bulgaria and beyond who constitute the ultimate "consumers" of the NBU student "product." In doing so, NBU can build on its success in initiating various new areas and ways of studying by moving towards intensive modes of learning and teaching that create a special niche for a high quality *AL* program. The incorporation of service learning into the basic curriculum would not only enhance and enrich the academic program, it could be a powerful sign to the public of the value of an NBU education. During the visit there was a lively discussion of the potential to link NBU teaching and research activities to issues and needs of the external community beyond the campus. NBU, given its commitment to liberal arts education, has the potential to help contribute to the strengthening of the non-governmental sector in Bulgaria and to encourage the development of social and civil responsibility in students. This is best accomplished by creating opportunities for community service projects as integrated learning activities, in particular courses where community issues are highly relevant. In addition, organizing *AL* students into cohorts would create opportunities for extra-curricular volunteer or service activities that would increase student bonding and enhance their social development. This attention to community development as a component of learning would be a distinctive market niche for NBU and would enhance public awareness of the unique value of NBU.

"Twinning": NBU should "twin" with an appropriate European or American private institution with an established liberal arts program. Care should be taken to match the environment to that at NBU: urban/suburban setting, large proportion of working



students, significant number of professional/vocational majors in addition to liberal arts, interest in community service and service learning. A small working group at each institution should be able to exchange sample materials, course and program structures, modes of teaching and means of promoting active learning.

Leadership: if AL is to succeed and even become a signature program at NBU, it will require active, articulate, and visible leadership at the program level as well as from the highest reaches of University administration and policy formation. Leadership needs to move beyond establishing a contrast to the state model of education; it should look more deeply into the content and methods in place within NBU.

Funding: an appropriate AL program should command attention from funders. Despite the general trend away from funding initiatives in the former Soviet bloc by American foundations, NBU should continue to pursue possible support from foundations in the US such as the Andrew Mellon Foundation, that have a deep commitment to the liberal arts. The bottom line is that modest funding from a foundation could go a long way given the economics of Bulgarian education.

Planning: the following is one possible pattern for advancing the direction suggested by this report :

first step: structuring general education for the first year for all NBU students

second step: inviting selected faculty members to participate in the interactive teaching program

third step: establishment of a program council that serves as a “Board of Studies” and is responsible for the quality of the courses in AL along the lines of what has been discussed in this report (e.g., the advantage of clustering courses that link to majors)

fourth step: the design of a limited number of liberal arts courses (by a selected group of professors) under the auspices of the “Board of Studies,” covering the disciplines from the humanities, the sciences and the social sciences, both in content and teaching/learning method (manuals, outlines, etc.)

### ***Supplementary Comments***

In addition to the direct focus on the AL program, there were several related issues that were raised by NBU and that were discussed at length. Some of these issues were involved in the assessment of AL or relate directly to AL; thus the comments that follow are relatively brief.

Credits: as indicated above, the Visiting Advisors believe that the development of more robust courses carrying more than two credits would be necessary for developing AL and would be highly desirable throughout the institution. Issues were raised related to the number of credits and the level of excellence in student performance (grading). We strongly recommend that those two issues be kept strictly separate. The level of student

performance should not affect credits earned except, of course, for failing grades that yield no credits.

Advising: the importance and adequacy of advising is strictly a function of the structure of programs. In a completely open curriculum (students are free to choose), advising is either unnecessary or impossible. Either the student just picks what he/she wants or the advisor would need a battery of objective tests of a student's abilities and real interests to give advice. In so far as advising is concerned, with sequencing of courses or requirements for a major, those issues can just as easily and more efficiently be handled in a course catalogue or departmental syllabus. Insightful advice for a student about his or her strengths and talents is most likely to come from a faculty member who has had a student in formal class. A committed group of faculty in AL dealing with a known cohort of students would be in the best position to be genuine advisors.

Library: the development of a coherent AL program would be of material assistance to the library and the utilization of library resources at NBU and elsewhere in Sofia. In so far as the curriculum takes on a more defined structure, it allows the library to collect materials relevant to the structure, thus applying limited resources in the most efficient manner. Further, a structured curriculum can be more directly related to research possibilities (texts, Internet resources, materials and conditions with Bulgaria), thus enhancing the opportunity for students to pursue independent research.

### **Conclusion**

In conclusion, the Visiting Advisors have nothing but admiration for NBU's aspiration to create a liberal arts—*Artes Liberales*—program. Given the overarching theme of NBU's founding principles, nothing could be more important than relating the fostering of civil society and education. The liberal arts in whole or part are essential to that mission. Individuals exercise citizenship and civil responsibility not as technicians or even as professionals in some designated discipline. Citizenship is an exercise in breadth and depth: breadth in the vision of common life, depth in commitment to democratic practice and structure. *Artes Liberales* clearly points to that goal—proceed!

New Bulgarian University team:

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More information see: <http://www.nbu.bg>

### **Visiting Advisors**

**Dennis O'Brien** (team leader) is president emeritus of both the University of Rochester (1984-94) and Bucknell University (1976-84), and has held a variety of administrative positions at Middlebury College and Princeton University. In addition to these administrative duties, Dr. O'Brien has taught courses in philosophy at the University of Rochester, Bucknell University, Middlebury College, Princeton University, La Salle College, Rutgers University, and the University of Chicago. His research interests include Hegel, philosophy of history, theology, philosophy of art, history of higher education, modern art, and philosophy. Dr. O'Brien received his Ph.D. in philosophy from the University of Chicago.



**Hans Adriaansens** is dean of the University College and professor of social sciences at the University of Utrecht, where he has also served as acting rector. He was elected member of the Dutch Advisory Council for Government Policy in 1988, and was co-responsible for reports on minorities, labor participation, socio-economic policy, and higher education. Dr. Adriaansens served as president of the Dutch Sociological and Anthropological Association for four years, and was dean of the Faculty of Social Sciences at Tilburg University from 1985 to 1987. Dr. Adriaansens holds a Ph.D. in social sciences and sociology from the Catholic University of Tilburg.



**Jochen Fried** is director of the Universities Project of the Salzburg Seminar. Prior to joining the Seminar in 1998, he worked as head of programs at the Institute for Human Sciences in Vienna, and as senior officer in the secretariat of the German Science Council in Cologne, Germany. After receiving a doctorate in German literature from Düsseldorf University, Germany in 1984, he was lecturer at Cambridge University, United Kingdom and at the University of Ljubljana, Slovenia under the auspices of the German Academic Exchange Service. Dr. Fried's main area of professional interest is higher education and research policy. He serves as an expert for the Austrian Federal Ministry for Education, Science and Culture, and is a member of the editorial board of the UNESCO-CEPES quarterly review *Higher Education in Europe*.



**Barbara Holland** is Director of the National Service-Learning Clearinghouse (NSLC), located in California. NSLC is a project of the U.S. Corporation for Nation and Community Service. As director, she promotes student involvement in community service across the nation in schools, colleges and universities, and communities, and also conducts research on the impact of service on students and communities. She is also Senior Scholar at Indiana University-Purdue University Indianapolis. In 2000-01 she served as Visiting Director of the Office of University Partnerships in the US Department of Housing and Urban Development where she managed \$40 million in grant programs. Dr. Holland was formerly associate provost and associate professor at Northern Kentucky University and before that at Portland State University (Oregon.) A recognized scholar and author in the fields of organizational change, institutional mission development, civic engagement and assessment, Dr. Holland earned a B.A. and an M.A. from the University of Missouri, and a Ph.D, from the University of Maryland.





## **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 2002, more than fifty VAP visits will have taken place to universities in East and Central Europe and Russia. A full schedule of visits is planned for 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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