

THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR
VISITING ADVISORS REPORT

LUCIAN BLAGA UNIVERSITY OF SIBIU
October 21-24, 2002

Team Members

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Introduction

The return visit of a Visiting Advisor Program (VAP) team to Lucian Blaga University of Sibiu (referred hereafter as LBUS) was a follow up to the visit in 2000 by the first team. Fortunately two of the original team members, Dr. Peter Lee and Dr. Juan Mestas, were able to participate in the second VAP visit. They were joined by Ms. Marty Gecek and Dr. C. Peter Magrath, who had previously also visited LBUS on two occasions.

We were received with exceptional courtesy and graciousness by all members of the LBUS community and had ample opportunities for discussion and dialogue with the University's leadership team, faculty and staff, and students. Our report responds to issues and questions raised by LBUS leaders in their effort to bring about changes and improvements and the further development of their University. In addition to the fruitful conversations and informal suggestions made in our various dialogue sessions, this report provides our assessment of the current state of LBUS and our suggestions for further improvement.

We have organized our report in five general sections with a concluding comment: a report of our assessment of progress made in response to the suggestions of the first VAP visit; a commentary on the current strategic University plan presented to us by Rector Dumitru Ciocoi-Pop; a review of the Distance Education program of the University; a commentary on the issues of quality and assessment at LBUS; and a review of observations and recommendations regarding the needs and interests of students.

I. Report on Progress Since The First VAP Visit

We believe that the trend line is one of progress toward fulfilling the recommendations made to the Rector and the LBUS community in the 2000 report, for which we compliment the University community. At the same time, as the Rector is the first to emphasize, further change and improvement need to be pursued as the succeeding sections will indicate.

LBUS at this moment is in very fine fettle. The very energetic and knowledgeable Rector, Dr. Dumitru Ciocoi-Pop, has already made a substantial impact on the University and its community. Under the LBUS leadership team, the University is moving ahead with deliberate and reasonable speed on its agenda to provide a support structure for strengthening the University's position in the context of global higher education.

In reviewing all of the recommendations in the first VAP visit we particularly want to emphasize our judgment on these major emphases from the 2000 report:

(1) We proposed an active, positive, push by the leadership of LBUS to foster an attitudinal culture committed to transformation while recognizing that these changes are often incremental and take time. We are pleased to report that there is evidence of a considerable commitment toward a culture of change and adaptation to the new realities that LBUS and other Romanian universities face. There is a strong promotion of capabilities in the information technology arena as an educational tool for students and professors, collaboration among various schools and within schools in the design and development of a more flexible core curriculum adaptable to the new market realities in an increasingly globalized educational world.

(2) We sensed the emergence of a well-established and increasingly effective emphasis on quality assurance in the programs and activities of LBUS that, we hope and believe, can transform Romanian higher education into making it better tomorrow than it is today. Specifically in the vital arena of curriculum reform the LBUS leadership is making efforts to educate students to be historically literate, technologically competent, culturally tolerant, and community minded. Moreover, LBUS is beginning (though there is still much work to be done) to promote opportunities that build on the diverse talents and strengths of the University community. We particularly applaud the cross-fertilization of core courses intended to create "intellectual open spaces" for students across the lines of the various LBUS schools. These include such areas as communication skills, historical awareness, analytical abilities, and knowledge that is cross-cultural and global. For instance, we were pleased to note, as just one example, that the Faculty of Theology, makes many of its historical and cultural resources available to the curriculums of other LBUS schools. Similarly, we believe that LBUS is continuing to develop—as it must continue to do—opportunities for its students to have increasing exposure to educational opportunities beyond Romania's borders.

(3) Our 2000 report insisted that LBUS needed to aggressively seek new sources of revenue for the financing of the University given the then, and still continuing, inadequacy of support through the state budget provided by the Ministry of National Education. These efforts have been intensified by the University through the establishment of the Quality Research Center that provides technical training and assistance to outside organizations and businesses. Similarly, the University's Distance Education program has, literally, exploded into an enrollment of approximately 11,000 students, which is the largest in Romania. It has proven to be an invaluable source of revenue through the fees charged for participation in this program.

(4) The 2000 report urged increasing emphasis on the use of information technology, and this is reflected in the establishment of an effective IT center that is centrally located and managed by a dedicated faculty-led team. We observed a vast improvement in access to the Internet since our previous visit, as well as evidence that the University leadership has given a high priority to increasing and facilitating access for faculty and students to the Internet—including an increasing institutional capacity both to use and apply resources made available through information technology.

(5) Finally, the first report urged that relationships with the outside community in Sibiu and the region be intensified, and that mechanisms be developed to strengthen the relationship of LBUS with the community in terms of assistance and relationships with business, governmental, and community groups and organizations. One of the most important new initiatives of the LBUS during the past two years is the appointment of Dr. Werner Schaal, Professor of Mathematical Sciences from Marburg, Germany, as the first President of LBUS. We see this new leadership position, first of its kind in Romania, as having significant potential to strengthen the LBUS' collaborations with other European institutions of higher education. We were particularly pleased to note that a close educational collaboration has been started with the large Military Academy in Sibiu, and that this includes a joint collaborative effort in the use of library and resources between the Academy and LBUS. We noted also, in a conversation with the Mayor of Sibiu, the existence of close ties with the city administration—which has the potential for further mutually beneficial collaboration between the city and LBUS.

II. The Strategic Plan of LBUS

The University has a strategic plan—a vision—that can be summarized in one sentence: To serve all of Romania in ways that flow from the educational strengths of LBUS, but by paying special attention to the Sibiu region and Transylvania. The strategic plan is a plan of the LBUS leadership, and it is attached as an appendix to our report. We believe the plan is sound and appropriately ambitious.

The problem of course is that the plan cannot be substantially implemented unless LBUS has the resources to do the educational work it seeks to do. This, as is well understood, is a consequence of the inadequate public support from the Ministry of National Education, which provides approximately only 60% of the LBUS budget, and this in turn means that financing and attracting new and growing revenue streams is the key to implementing the vision embodied in the strategic plan. The problem of financing is of course exceedingly complex, and is well understood by the LBUS leadership and, indeed, affects all of Romanian higher education. The crux of the problem, in addition to inadequate state support; is the organic educational law for Romanian higher education, as well as policies pursued by such critical ministries as those of Education and Finance. Accordingly we make these recommendations on the revenue side:

(1) That, to the extent practically possible, the Rector and the LBUS leadership work with other universities in Romania to bring about (and this necessarily is a long-term and difficult process) changes in the organic law that would provide more flexibility and discretion to universities to generate and use effectively the income they raise. On a more short-term basis, we urge that collaborative intra-Romanian higher education efforts be made that would lead the important National Council for Academic Evaluation and Accreditation and the Ministry of National Education, where they have discretion, to eliminate or reduce as much as possible the bureaucratic and legal disincentives; these seriously inhibit the maximum generation of external resources by the country's universities and inhibit the optimum use of self-generated resources. For example, we urge that further efforts be explored to make it possible for universities to invest the income they generate in banks or other forms of deposit that would generate interest income—something not currently possible. In short, we urge that the LBUS leadership work to develop public and political understanding, as well as alliances with the other sectors of Romanian higher education, to obtain greater autonomy and therefore flexibility so that the emerging entrepreneurial spirit can truly flourish. In view of the inadequate state resources, other sources of revenue might be pursued in order to fulfill the educational mission of LBUS.

(2) We strongly encourage the entrepreneurial spirit of self-help and applaud the development of the Quality Research Center that provides management skills to customers outside of the University. The Center generates valuable revenue and is a model for similar developments by other educational units of LBUS that have talents and ideas to offer to businesses, governmental, and civic organizations. For example, we see the possibility that a limited niche type of tourism could be developed building on the rich cultural and historical resources of Sibiu and the Transylvania region. LBUS has a talented pool of faculty whose cultural knowledge could be tied, for example, to efforts by the City of Sibiu, to attract small but significant groups of tourists interested in an educational appreciation and understanding of the rich legacy of this part of Romania. The Faculty of Theology for example, has important talents and cultural insights dealing with the history of the Romanian Orthodox Church that might well be of interest to visitors from other lands—and this could

perhaps be tied into a specialized kind of tourism building on these resources both from the School itself and the surrounding community.

True implementation of the strategic plan requires the promotion of a culture of change and adaptation that should be relentlessly pursued by the entire LBUS leadership—from the Rector to the department chairs. But this cannot happen if the administrative leadership does not have time to do its work, and if new leaders are not identified and nurtured for the challenges in the years ahead. We suggest these two courses of action:

(1) That the teaching load of the senior administrative staff be significantly reduced. At the present time the leadership of LBUS, beginning with its Rector and including the Vice Rectors, Deans, and other key administrative leaders are, in effect, part-time administrators and full-time professors. They typically teach well over 15 hours a week, and do so conscientiously, leaving far less time than is required to be strong and effective leaders in an increasingly entrepreneurial higher education world. We applaud the involvement of the senior leadership in teaching, but the current situation is an impediment to the modernization of the University.

(2) We also suggest that a concerted effort be made to identify and recruit promising younger faculty, with special attention to younger women professors, to work in various administrative leadership positions at the university—from the Rector's office through those of the Vice Rectors, Deans, and other senior leaders. We suggest that consideration be given to developing an internal mentorship program whose basic component would be the one-year leaves of absence to young and promising professors, particularly women, to serve as senior advisors or associates to the Rector, the Vice Rectors, and the Deans. This mentoring experience would allow those professors to acquire the administrative experience, leadership skills, and broad understanding of the University to become effective LBUS leaders in the near future.

Finally, since LBUS has committed itself so significantly—and we believe appropriately—to developing and serving a market of external students through its Distance Education program, special attention should be given to making sure that both in fact and in perception the Distance Education degrees are equal in quality to those earned by the more traditional students. Doing this may also, perhaps, in part help defuse any resentment that exists from other universities because LBUS has "captured" a significant share of the distance education market. Assurance that the quality of these degrees is equivalent to the more traditional degrees offered by LBUS is the educationally right thing to do. We have more comments on this important matter in our next section.

III. <u>The Distance Education Opportunity—and Challenge</u>

Distance education or distance learning was one of the key recommendations for growth in the 2000 report, and we wish to reemphasize our delight at the success of the LBUS effort to promote it. Enrollment has grown from approximately 1,000 two years ago to approximately 11,000 today, and the trend line continues to rise. This

means that the University has successfully extended its outreach effort to students who otherwise would not have had access to an LBUS degree. Most usefully, the tuition paid by these students is a major source of funding for the University, making possible some of the improvements we have noted such as those in the improvement of the information technology infrastructure.

Because this area is so important both educationally and financially we make these suggestions:

(1) That the LBUS leadership focus on the control of quality, including outcome assessment, to insure that quality does not lag behind the rapid growth in the Distance Education program.

(2) That LBUS accelerate its development of an online component of distance education to the extent this can be done in the face of infrastructure and resource limitations. It is absolutely clear that for LBUS, and any university significantly engaged in providing distance learning opportunities, online delivery of education will be a major, if not the major mode, of delivery in the near future.

(3) We also strongly suggest that the distance learning courses be integrated into the regular or more traditional curriculum. We believe that it is neither necessary nor wise to have a separate unit housing the Distance Education programs. Instead, we propose the creation of a small central office to coordinate, train, and promote the distance learning activities. We also suggest these actions:

    (a) That distance-learning courses be conceived, planned, developed, and delivered by the same academic departments that provide education in the "regular" courses.

    (b) That students in the traditional programs be allowed to take distance learning courses; this is particularly possible as these courses come online. The reverse should also be true for those distance education students who may have reasonably close proximity to Sibiu. We favor the mixing and integration of the educational courses whether offered through distance education or onsite.

    (c) That LBUS petition the appropriate national authorities to discontinue the current separate designation of diplomas earned through the distance learning program. The current situation creates the possibility that these degrees will be perceived as being of lesser quality or significance than the degrees earned onsite at LBUS. In short we favor the integration or mixing of distance education and onsite courses, but we recognize that any such change is hardly likely to come overnight. In the meantime we suggest that LBUS explore the possibility of complementing the diplomas both for distance education and onsite students with a letter stating that all who have received a

degree have gone through the same rigorous process of selection, instruction, and testing.

IV. Curriculum and Quality at LBUS

We appreciate how dedicated the LBUS leadership is to quality—and the assurance of quality in its work. Therefore we suggest that mechanisms to assure quality be turned inward to the University's educational programs, just as they are made available externally through the exciting work of the Quality Research Center. We encourage the LBUS leadership as part of the culture of change it promotes, to support the professional development of professors and staff, giving particular attention to pedagogical techniques and the assessment of student learning outcomes.

A university dedicated to educational change and improvement, as is true of LBUS, appropriately gives great attention to its curriculum—and the need, in a changing world, to reform and improve it wherever and as much as possible. This was strongly recommended in the 2000 report and we have already noted our pleasure in seeing the progress being made in this vital arena. This includes the development of flexible modules so that students can earn degrees relevant to their needs and interests in ways that are not redundant. Indeed, this will be increasingly essential as LBUS adapts its educational program to the emerging curriculum changes throughout the world and most certainly in the European Union as exemplified by the Bologna Process.

However, the excellent effort to develop a more flexible curriculum at LBUS is—again—handicapped by legal requirements that in effect penalize those schools at LBUS that develop more rational modules that are flexible and interchangeable to meet the varying needs of students. The problem, in short, is that doing the right thing in reforming the curriculum leads to financial penalties, or at least disincentives, in the way in which the subsidy provided by the Ministry of Education for students is calculated. We commend the University's continued movement in this correct direction, even as we recognize that the disincentives cannot be changed at the LBUS level.

V. The Students of LBUS

It is appropriate that we turn to some of our observations and suggestions with regard to the students of LBUS. We were delighted that our follow-up visit included an opportunity to meet and have genuine discussion and dialogue with a large component of students from virtually all of the schools. They are after all the backbone of the University and the fundamental reason for its existence.

We found the students to be positive about the significant changes that they noted (many were third and fourth year students) during the past three years. They were engaged, articulate, and intelligent, asking smart and reasonable questions. They were outspoken in a positive way and concerned about their experiences at LBUS. It is important to emphasize that virtually all struck us as being committed to <u>their</u> university and glad that they were studying and learning at LBUS. Not surprisingly, because we encouraged open discussion in the groups that each of us led, the

students expressed concerns and suggestions as to how the University could be improved.

First and foremost, and we can generalize on this point, they would all like better access to the decision makers at LBUS. This means not only the Rector and the Vice Rector, but also the Deans of the various schools. They expressed their frustration that there are too few open channels for them to provide feedback to University administrators, and that the lack of open communication and a conservative culture in many segments of the University (particularly among the more traditional professors) made them reluctant to express their honest opinions and suggestions.

We suggest that two kinds of communication channels be open and encouraged: the first would be formal meetings of the LBUS leadership with student representatives drawn from all of the schools or faculties. These meetings would be a place for open discussion and dialogue on any topic that students wished to raise. But we also urge that informal mechanisms be explored to discuss, not only problems or concerns, but whatever might be on the minds of students in dialogue sessions, not only with the Rector, but again with Vice Rectors and Deans. We recognize that this takes time and effort on the part of all, but the reward in terms of encouraging student morale and learning ways to improve LBUS could be well worth the investment.

Students clearly would like to have mechanisms developed for evaluating classroom performance such as questionnaires that would really be looked at, and they are hungry for more faculty-student dialogue and interaction in class. Many, not surprisingly, expressed dismay at the boring reading of lectures in ways that simply do not provide opportunity for the critical questioning and discussion that is an integral part of effective learning. They pointed out, however, that certain professors—whom they praised—used more engaging methods of instruction.

The LBUS administration is committed to changing traditional attitudes in this regard, and we suggest that faculty development programs to encourage more openness in the classroom be developed. The students also hoped that LBUS might provide greater opportunities for practice internships with external businesses, government and community groups, and indeed within the University administration itself. They are concerned about the relative lack of career placement services, and would hope that a career placement office could be developed that would be truly responsive to student interests, as they worry about jobs and opportunities following their graduation. Similarly, and this is a tribute to the push for global and international understanding by the LBUS leadership, the students yearn for more opportunities for study abroad and would like to have more and timely information on these opportunities—again, as a part of intensified and positive communication between the administration and the students.

Students may well be the strongest supporters of LBUS both as future alumni, and as promoters of the culture of change that is one of the emphases of the LBUS leadership. Increasing numbers of LBUS students are tuition paying, and as this contingent of students continues to increase they, perhaps even more than the state-subsidized students, are likely to be more outspoken both as students and as consumers!

VI. Concluding Comments

We applaud the significant and positive changes that have occurred and are still being promoted by the Rector and the leadership of LBUS. We firmly believe that LBUS is headed in the right direction, but we strongly suggest that some of our recommendations be given special attention—such as the effort to work for changes in those laws of Romania and those regulations that inhibit creativity; that the distance education emphasis be integrated as much as possible into the mainstream of LBUS; that the entrepreneurial spirit of seeking needed resources continues; that the development of the information technologies as an educational tool remain a high priority; that the internationalization of LBUS in its ties with other universities and its emphasis on the 21st century global educational environment continue to be a major priority; and that the LBUS leadership continue to pay careful attention to quality improvement, the measurement of educational outcomes, and the well being of its students.

If these and other suggestions are considered, and the energy for change and the development of a culture of change continue, we believe that LBUS will be a leading institution of higher education serving both Romania and, increasingly, the world.

Strategic Plan

The "Lucian Blaga' University of Sibiu is presently involved in partnerships, fraternity, cooperation and international collaboration relationships with almost 70 universities around the world (it has fraternity relationships with universities from all over the world - Columbia, Missouri, USA, University of New Orleans, USA, Philipps University, Marburg, Germany, and partnerships with the Universities of Meissen and Landshut, Germany, the "Victor Segalan" University of Bordeaux, the "Université du Toulon et du Sar" of Toulon, France, Kragujevac, Yugoslavia, "Comenius" of Bratislava, Slovakia, "Srinak-harinwirot" of Bangkok, Thailand, as well as collaboration relationships with other numerous universities).

The total number of teaching staff mobilities has evolved from 150 in the year 2000 (20 to France, 11 to the UK, 29 to Germany, 10 to the USA, 10 to Italy, 9 to Greece, 9 to Spain, 11 to Moldavia, etc.) to 124 during 2001 (23 to France, 26 to the USA). It should be outlined that the duration of the study abroad period has increased; for students, the number of mobilities has grown from 39 in 2000 (9 to France, 9 to Germany, 3 to Austria, 5 to Hungary, etc.) to 50 in 2001 (20 to France, 19 to Germany etc.).

Within the "Socrates" Programmes, there have been 10 teaching staff mobilities in 2000-2001, but 32 during 2002, and 24 student mobilities in 2001-2002 and 18 in 2002. These relatively low levels find an explanation in the very amount of the "Socrates"-grants for the Romanian students and teachers (for example, the amount given to ERASMUS students/month varied from 120 Euros to 140 Euro and eventually to 186 Euro). It is not hard to prove that these amounts can barely cover the accommodation costs. The fact that the "Socrates"-grants are thought of as "co-financing"-grants has a greater relevance for western states. Given the present economic situation of Romania and our universities, "co-financing" is often performed with great difficulty or not at all.

The Strategic Institutional Development Plan presents the objectives of LBUS and the programmes developed in order to achieve these objectives. It defines the environment in which the university is functioning, as well as the services it provides to the community. The strategic Planrepresents the major reference for drafting and fundamenting the economical-financial decisions of the University. The aim of this programme is to outline the changes that have been made in the Romanian social and higher education system after 1989. The mission of the "Lucian Blaga" University of Sibiu is stated as follows: *"The fundamental goal of our university is excellence of the learning and research process, in a wide spectrum of specializations."*

The marketing activities performed by the university during the past years have demonstrated the necessity of establishing new faculties and departments. Beginning with the academic year 2002-2003, the "Lucian Blaga" University of Sibiu hosts three new faculties, which have been drawn from former faculties of a more general profile, stressing the specific elements: the Faculty of Journalism, the Faculty of Economical Sciences and the Faculty of History and Patrimony. The programmes of study have also been diversified and new fields of study have been set up (especially those with a growing demand on the employment market): Management, Accounting, Financial Administration, Computer Science (Faculty of Economical Science); Communication and Public Relations (Faculty of Journalism); Alpine Agriculture and Horticulture (Faculty of Agricultural Science, Food Industry

and Environment Protection); Special Psychopedagogy and Biology (Faculty of Science) and International Relations and European Studies (Faculty of Law).

We would also like to mention that the accelerated rhythm of socio-economic development causes a graduate's initial knowledge to be outrun in a relatively short period of time, if this is not supported by a permanent education. Post-graduate studies, the master's and doctoral degree, viewed as a superior form of graduate education, are meant to train the research and practical activities elite. At the "Lucian Blaga" University, special attention has been given to these forms of training, thus 509 students being included for the master's and 703 for the doctor's degree.

In the given context, especially during the last 2-3 years, the total number of students (full-time, part-time, master and doctoral students) and all the existing fields and programmes of study have increased. Thus, the distinctions necessary to the functions and requests of the employment market being achieved. The total number of LBUS students has reached 25,563, out of which over 11,100 are included in the open and distance learning programmes.

We've become aware of the fact that LBUS' autonomy can only be achieved on financial level through decentralizing all funds, from senior management to department level. The financial autonomy of faculties and senior management is based on budget autonomy, respectively on their liberty to conceive, approve and carry out their own budget (in concord with the legal provisions), their own goals and the available resources - as part of the university's unique budget. We see the drawing-up of the university's unique budget as a complex exercise that has in view the harmonization of the different interests at all levels (faculties, leadership, centres, and departments).

However, we'd like to mention that, like other Romanian institutions of the kind, we are facing, in every situation, absolute and/or relative insufficient funding from the state budget. This is how the "Lucian Blaga" University's strategy to identify, attract and capitalize extra budgetary resources, to complete by it's own effort the financial means offered by the state, must be understood. For example, out of the total university's budget of 196.447.282 thousand lei, during the year 2001,financing from the state budget (122.964.424 thousand lei) was only 62%. The means by which supplementation of funds is achieved at the "Lucian Blaga" University, are:

- diversifying the education/training offer, within a fee-system as well- note the ever-growing percentage of paying students (over 50%); the funds from this source were, in the 2001 financial year, in amount of 59.339.916 thousand lei (30% of the total budget)
- the university takes part in competitions of financing projects from other than budgetary resources (institutional development projects, science research grants, editing science magazines, didactic materials, course-supports), a process that meant 3.736.146 thousand lei, 1,9% of the overall budget
- the involvement of the university in the local and regional community's life. Thus, we can mention, that the University's important role within the local community has been earned through it's firm presence and the professional answer to any requirement coming from the outside; collaboration with other universities, institutions and non-profit organizations or companies-the well-balanced involvement in the incoming and outgoing flow being the requirement for success
- in the given situation the direct financial support from donations and sponsorships is significant, the role of some associations and persons in

identifying and directing such extra resources towards the university, being worth emphasizing. We have obtained, in the 2001 financial year, 18.739.895 thousand lei (7% of the overall budget) from donations and 1.139.041 thousand lei (0,5% of the budget) from sponsorships.

- renting spaces for scientific and cultural events, professional reunions. These activities brought us 388.869 thousand lei in (0,2% of the overall budget)

The lessening of the population and high school graduates, the establishing of many private universities represent constant pressure on state universities; as a consequence, these are required not just to coercively protect the institution, but also to modify their study-programmes, to modernize their material resources, to draw more noteworthy personalities of scientific life toward the teaching staff, to renew their accommodation facilities and cafeteria at the students' disposal, their entire logistics.

As a matter of fact, these logistic changes allow for an increasing of the attraction capacity of LBUS towards international students that already find and will - at least in the near future - find comfortable housing at our facilities, practically similar to those of western universities.

In this sense, we mention:

- the increasing number of international students, paying for education in our university, 50 in the year 2001, the amount collected rising to approximately 50.000$ yearly
- The increasing number of accommodation facilities, from 520 (3-4 years ago) to 1.300 during the 2001/2002 educational year
- at the same time, the increasing of the specific investment per accommodation facility, from 200.000 lei/ student, to 10.256.410 lei/ student in the 2001/2002 educational year.

Transforming the "Lucian Blaga" University of Sibiu into a contractor-university represents a long-lasting process that requires actions meant to establish new practices and principles, an increased availability to take chances and to prove flexibility. A contractor-university's goal is to innovate its means of performing activities, to operate major changes in its organizational character, thus opening promising perspectives for the future. The contractor university pursues to become an active institution that makes up the rules of the game by itself.

LBUS Team:

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Visiting Advisors



Dr. C. Peter Magrath (team leader) is president of the National Association of State Universities and Land-Grant Colleges (NASULGC), Washington, DC, USA. With a long history of leadership in international education activities, Dr. Magrath was appointed in 1992 to a commission on the Future of the National Science Foundation to help chart future directions for the Foundation. More recently, he organized the Kellogg Commission on the Future of State Universities and Land-Grant Colleges, a five-year project that has identified key priorities and directions for public universities in the USA. A political scientist with a Ph.D. from Cornell University, Dr. Magrath has served as president of three universities: the University of Missouri System, the University of Minnesota, and the State University of New York at Binghamton. He held faculty and administrative posts at the University of Nebraska in Lincoln and at Brown University and is the author of numerous books, monographs, and articles. Dr. Magrath is a member of the Board of Directors of the Salzburg Seminar and serves on the Universities Project Advisory Committee. He is an alumnus of many Universities Project symposia and has led several consultant visits by Visiting Advisors Program teams to Central and East Europe and the Russian Federation.



Dr. Peter Lee is associate vice president of San Jose State University, California, where he previously served as professor of social policy and director of the Center for Human Services Research and Development. His areas of expertise include human resources and organizational development, policy analysis, program evaluation, strategic planning and international social development. Since 1990 Dr. Lee has served as secretary general for the Inter-University Consortium for International Social Development, an organization of educators and practitioners in human services and related professions. Among other national and international organizations, he has been a member of the Council of Social Work Education, the Chinese Children Foundation, and the Russian National Association of Social Work. Dr. Lee holds a Ph.D. from the University of California, Berkeley.



Dr. Juan Mestas is chancellor and professor of foreign languages at the University of Michigan-Flint, where he also serves as chief executive officer. He was previously the deputy chairman for the National Endowment for the Humanities, vice provost and dean of students at Portland State University, and has been a member of the President's Committee on the Arts and the Humanities. Dr. Mestas earned his Ph.D. from the State University of New York at Stony Brook, focusing on Hispanic languages and literature.



Marty Gecek is administrative director of the Salzburg Seminar's American Studies Center, in addition to serving as coordinator of the Universities Project Visiting Advisors Program. Currently she serves as president of the American Studies Network, a group of nineteen American Studies Centers located in West and Central Europe. A member of the Salzburg Seminar staff since 1966, she has held several positions including associate director for administration and personnel. Originally from Massachusetts, Ms. Gecek earned a B.A. in sociology from Hollins University, Virginia, and has lived in Salzburg since graduation from college.

THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR

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

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

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

OBJECTIVES

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

THE VISITING ADVISORS PROGRAM (VAP)

The Salzburg Seminar launched this enhanced aspect of the Universities Project in the autumn of 1998. Under this program, teams of university presidents and higher education experts visit universities in Central and East Europe and Russia at the host institutions' request to assist in the process of institutional self-assessment and change. By the end of 2001, more than thirty VAP visits will have taken place to universities in East and Central Europe and Russia. A full schedule of visits is planned for 2002 and beyond. The addition of the Visiting Advisors Program brings to the Universities Project an applied aspect and serves to enhance institutional and personal relationships begun in Salzburg.

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FOR MORE INFORMATION

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

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