

**Directorate of education and languages
Higher Education and Research Division**



**Invitational Forum on Converging Competences:
Diversity, Higher Education, and Sustainable Democracy**

2 – 3 October 2008

**Room G03 / Salle G03
AGORA**

**Synopses
and Biographical Data of Speakers**

Stephen Adam**Synopsis**

Learning outcome and competence-based approaches are becoming increasingly important in the world of higher education. They are fundamental to the Bologna Process reforms that are transforming European higher education. It is important to explore why this is so and what real benefits they offer. There is also a vital connection between learning outcomes and competences and the contribution of higher education to the broader political and societal agenda. What exactly are the key generic competences that we might like all informed citizens to possess? Do these competences converge? How might Higher Education Institutions (HEI) promote these and how does this relate to curricula and institutional reform? This presentation seeks to set the scene and introduce the main issues for debate as well as attempt to distill some practical conclusions and point out the key challenges and possible ways forward.

Biographical Data

Stephen Adam is attached to the University of Westminster where he was Principal Lecturer and Leader of the Undergraduate Politics, International Relations and European Studies. He is the author/*rapporteur* of a number of research projects and policy development studies undertaken for various governments and national and international organisations associated with the development of Bologna Process. These include works on the Diploma Supplement, credit systems, ECTS, trans-national education, qualifications frameworks, learning outcomes, lifelong learning and the recognition of formal and non-formal education (RPL and APEL). He is a Council of Europe expert and is currently a member of the European Commission drafting group for the 2008 ECTS Users' Guide.

Aleksa Bjeliš**Biographical Data**

Born 2 February 1947 in Rijeka, Croatia. Married, two children.

Bachelor of science (physics) - 1970, Faculty of Science, University of Zagreb.

Master of science - 1974, University of Zagreb.

PhD - 1978, University of Zagreb ("Dynamical properties of quasi-one-dimensional electron-phonon systems". Supervisor: S. Barišić).

Employment:

1971-1986 employed at the Institute of Physics of the University, Zagreb, as assistant, researcher, head of the group, and director.

From 1986 employed at the Department of Physics, Faculty of Science, University of Zagreb (1986-1989 assistant professor; 1990 – 1996 associate professor; from 1997 full professor).

1990-1997 Vice-dean of the Faculty of Science, University of Zagreb.

2000-2002 Dean of the Faculty of Science. University of Zagreb

2002-2006 Vice-rector for science and development of the University of Zagreb.

2006- Rector of the University of Zagreb

Membership of professional bodies:

1995–2002 President of the Committee for the International Co-operation of the University of Zagreb.

2001-2005 member of the National Council for High Education of Republic of Croatia.

2003-2006 Croatian representative in the Bologna Follow-up Group (BFUG), leading European body for the implementation of the Bologna Declaration.

2004-2005 member of the BFUG Stocktaking Working Group, in charge of the preparation of the report for the Conference of European Ministers Responsible for Higher Education in Bergen, 19-20 May 2005.

2002- Croatian representative at the Steering Committee on Higher Education and Research, Council of Europe.

2004-2007 president of the Committee for Implementation and Follow-up of the Bologna Process of the Croatian Rectors' Conference.

2007- member of the Bureau of Steering Committee for Higher Education and Research (CDESR)

2007- member of the Magna Charta Observatory Collegium

Member of the European Physical Society and of the Croatian Physical Society.

Scientific activity:

About 70 scientific publications, published mostly in international open journals. Invited talks at about fifteen international conferences, schools, etc. Participation at about twenty five international conferences.

Visiting professor and/or scientist at about twenty universities and scientific institutes in France, U. S. A., Canada, Italy, Switzerland, Slovenia and Hungary. Referee for few leading journals in the field of physics.

Derek C. Bok**Biographical Data**

Derek Bok has twice served as Harvard University's president – his first term was from 1971 to 1991 and his second from 2006-2007. Prior to being named president, Bok served as dean of Harvard Law School from 1968 to 1971.

Derek Bok has written six books on higher education, Beyond the Ivory Tower (1982), Higher Learning (1986), Universities and the Future of America (1990), The Shape of the River (1998), and Universities in the Marketplace (2003), and Our Underachieving Colleges (2006). He has distinguished himself as a scholar who has written on several aspects of higher education. He has examined the civic mission of the academy, its role in preparing students across races and cultures to shape our multiracial, multicultural societies, the balance between preparation for work and preparation for life long thinking and acting, and the necessary reforms in higher education that would refocus attention on students' development as responsible, informed, inquisitive citizens.

Alvin Bowman

Biographical Data

C. Alvin Bowman became Illinois State University's 17th president on March 1, 2004, after serving one year as interim president.

Bowman received a bachelor's degree in speech pathology from Augustana College and a master's degree in speech-language pathology from Eastern Illinois University. He chose the University of Illinois-Urbana for his graduate work, completing a Ph.D. in speech and hearing science.

Bowman was a staff speech pathologist at Veterans Administration Hospital in Danville prior to joining Illinois State in 1978 as a faculty member in the Department of Speech Pathology and Audiology. He was appointed chairperson of the department in 1994 and held the position for eight years, while also serving as director of the Down Syndrome Speech-Language Clinic and continuing to teach a course each semester.

Under Bowman's leadership the Department of Speech Pathology and Audiology, now the Department of Communication Sciences and Disorders, was awarded accreditation by the Council on Academic Accreditation of the American Speech-Language Hearing Association, faculty and staff scholarly productivity doubled. A doctoral program in audiology was added to the program during Bowman's presidency, one of only five in the State of Illinois. In 2007, Bowman was honored with the Distinguished Alumni Award from the College of Applied Health Sciences at the University of Illinois at Urbana-Champaign.

In the 2002-2003 academic year, Bowman left the chair's position to serve as Illinois State's interim provost. He served as interim president of Illinois State from June of 2003 until he was named president in March of 2004. After being named president, Bowman instituted a salary enhancement plan in September 2005 to close the gap with peer institution salaries in order to recruit and retain high quality faculty and staff at Illinois State University. More than \$3 million has gone into that initiative even though Illinois State has seen a major downward shift in state appropriations for higher education.

Bowman also pursued funding for the renovation of the now 50-year old Schroeder Hall, a \$17.5 million project which was completed in January 2005. He was instrumental in completing Illinois State University's first comprehensive campaign, *Redefining "normal,"* which raised more than \$96 million to enhance Illinois State's position in higher education. In 2007, Bowman was instrumental in gaining approval for a new \$49.1 Student Fitness and Kinesiology and Recreation Center that will open in 2010. Bowman is the only Illinois education leader to be named a member of the nation's first Higher Education Cabinet, a creation of the The New York Times and The Chronicle of Higher Education. The cabinet, comprised of presidents, trustees and leaders from 76 universities and related associations, identifies trends and directs discussions about the most pressing issues facing higher education today.

An avid outdoorsman, Bowman enjoys mountain climbing, hiking, skiing, and runs five miles daily. His wife, Linda, completed undergraduate and master's degrees at Illinois State. She is the graduate program advisor in the Department of Speech Pathology and Audiology. Their daughter Natalie is a student in the University Laboratory Schools, and daughter Laura is a sophomore at Illinois State University.

Jeanine Bruun

Synopsis

One of the goals of the October 2008 Forum is to *“Explore how higher education can prepare learners for responsible citizenship in a world characterized by broad international contacts and cooperation and for greater expertise in intercultural communication and understanding.”* My presentation aims to contribute to this exploration by sharing a case and focus on 3 important words in International Higher Education, starting with the letter “I”: “Intention”, “Implementation” and “Intercultural”.

I introduce my University College (OUC) in Oslo, Norway, and their international approach.

Internationalisation has been, and is, an important issue in OUC’s strategy of improving quality in education and research. OUC is actively engaged in facilitating student and staff exchange, as well as joint development of courses and study programmes. OUC’s “Strategic plan” for 2008-2011 has two main focus of activity: 1. Multicultural and international learning environment, 2. Research and Development.

I interpret OUC’s international approach by using the three words starting with the letter “I”: “Intention”, “Implementation” and “Intercultural”. My conclusion is that “intercultural dialogue” should be a mandatory, and accredited, subject in all higher education. This can be a tool to establish a more diverse and, truly effective higher education, which can *“prepare learners for responsible citizenship in a world characterized by broad international contacts and cooperation and for greater expertise in intercultural communication and understanding.”*

Biographical Data

Jeanine Bruun, born and raised in the Netherlands, has a BA in fine arts and performing arts from the Netherlands and Canada and studied special education and counselling in Norway. She has taught art- and theatre- related subjects in secondary education and has been a student-counsellor for several years. Presently Jeanine is pursuing a master degree in “Multicultural and International Education” at Oslo University College (OUC) in Norway, leading the International Committee in The Norwegian Association of Students (StL) and an ESU representative at the CoE conference. In addition she is married and mother of 2 boys.

Nancy Cantor

Synopsis

Panel Discussion:

How to translate converging competences into the reality of teaching, learning and research and life at higher education institutions

Remarks by Nancy Cantor
Chancellor and President
Syracuse University
Syracuse, New York, USA

We live in a world of convergence, in which the lives of everyday citizens from every corner of the globe are increasingly interconnected. Some of the connections, such as global trade, are centuries old. Others, such as international courts, are relatively recent innovations. All of them, however, are increasingly effective and intensive owing to technological advances taking place so rapidly as to be dizzying—especially to those of us who made it through our student years with the likes of typewriters, carbon paper, slide rules, and other technologies that we deemed indispensable but now seem quaint. Every day, space and time divide us less.

Yet divisions between us persist, even grow, in so many other dimensions despite this rapid convergence—indeed, sometimes because of it. Economic and educational disparities within and between countries; cultural, ethnic, and religious conflicts; and clashes between growth and sustainability are common in communities everywhere, threatening to erase our common gains.

Higher education has a special role to play in navigating this landscape. We set the tone for the future by not only producing and stimulating innovations, but also by educating citizens. Thus, we are uniquely positioned to identify, study, and teach the competencies required both to facilitate continued convergence and to bridge the divides between us.

As we pursue the discovery of new knowledge and the education of new citizens, we can and should do it with an eye towards building bridges that bring a diverse array of people and ideas together, taking full advantage of the possibility for convergence in this technology-rich, “flat world,” and the threats of divergence all around us.

Practically, that means moving beyond the ivory tower; creating consortia; collaborating to build seamless P-16 connections; working in our local communities and around the world; facilitating the integration of the roles of faculty—discovery, education, engagement; and preparing students for the world they will enter and, someday, run, by embedding them in it while they are still students.

At Syracuse University, our institutional framework of *Scholarship in Action* makes explicit the commitment to connect the “work of the university” (discovery and education) with the pressing issues of our times, both at home in Syracuse, as this older industrial city remakes itself, and in our many national and global programs and collaborations. We are doing this through multifaceted projects that do all of the following:

- Leverage the diversity of our campus community through structured inter-group dialogues;
- Build an inclusive pipeline of human capital through collaborations with our inner city school district;
- Cement interdisciplinary collaborations with entrepreneurial “communities of experts” beyond our campus, in the arts, technology, and design; and

- Promote international understanding by amplifying local-global resonances between the pressing issues of our community and those around the globe.

While these multifaceted projects reflect Syracuse University's particular strengths, the principles underlying them certainly can be followed at any higher education institution, serving not only the institution's interest, but that of the public, in helping convergence win the day over division.

Biographical Data

Nancy Cantor is Chancellor and President of Syracuse University. A noted social psychologist, she is a member of American Academy of Arts and Sciences and the Institute of Medicine of the National Academy of Sciences. Her scholarly contributions relate to understanding how individuals perceive and think about their social worlds, pursue personal goals, and regulate their behavior to adapt to life's most challenging social environments. Dr. Cantor is a past chair of the board of the American Council on Education and the American Association for Higher Education. Prior to leading Syracuse University, she was Chancellor of the University of Illinois and had been Provost of the University of Michigan, where she was closely involved in the university's defense of affirmative action in the cases *Grutter and Gratz*, decided by the U.S. Supreme Court in 2003. She speaks widely on diversity issues in education. In June 2008, Dr. Cantor was recognized for her leadership and her abiding commitment to liberal education and curricular innovation with the 2008 Carnegie Corporation Academic Leadership Award.

Peter Ceretti

Synopsis

In response to the question of how converging competences can be translated into teaching, learning, and research life at HEI, I intend to highlight my own experiences as an undergraduate participant in the Penn Program for Public Service (PPPS) and Civic Development Internships (CDI). I participated in both of these programs through the Netter Center for Community Partnerships and the Agatson Urban Nutrition Initiative (UNI), a university-affiliated nonprofit, and worked closely with Dr. Ira Harkavy and other students and educators.

I feel that educational programs which incorporate problem-solving learning, address “real-world” issues, and include practical training and experience alongside traditional coursework are an excellent vehicle for developing cross competences in university students. For instance, my internships with the Netter Center have helped to enhance my own cultural sensitivity and diversity literacy, both within the university community and the larger West Philadelphia community, as well.

In working for and with the community, I have also become more aware of the civic issues that affect me and those around me, and furthermore, discussion and consideration of civic responsibility through PPPS has led me to consider the nature of democracy and human rights, especially in urban communities. Participants in programs like PPPS and CDI are not the only students concerned about human rights, as evidenced by the Students for Human Rights and Democratic Education Conference at Penn, and many others like it at universities in America and abroad.

Finally, through practical, interdisciplinary study, I have gained valuable and marketable skills for the workplace. Programs like PPPS and CDI encourage research and problem-solving abilities, organizational skills, and practical administrative capabilities. I feel that my experiences demonstrate how innovative, practical education programs can encourage the convergence of diverse competences and provide a higher quality of instruction for students.

Biographical Data

I am a third-year undergraduate at the University of Pennsylvania (Penn) from Medford, NJ USA. I study International Relations with a minor in Italian Studies. During my first two years at Penn, I have become involved with the Netter Center for Community Partnerships and the Agatson Urban Nutrition Initiative through the Penn Program for Public Service (PPPS) and the Civic Development Internship. For the last two years, I have collaborated and studied with Dr. Ira Harkavy. I also interned with US Consulate General in Milan this summer, and am currently studying in Padova, Italy for the semester.

Ding-Jo H. Currie**Biographical Data**

Ding-Jo H. Currie, Ph.D.
President, Coastline Community College

Dr. Ding-Jo H. Currie has been a nationally and internationally recognized leader in education for more than 30 years. In addition to serving as President of Coastline Community College in California, USA, Dr. Currie also serves as Board Chair for the American Association of Community Colleges—an honor bestowed upon her by peer CEOs nationwide. She has earned a respected reputation as a dynamic and visionary leader with many awards behind her name for her achievements in promoting diversity, leadership development, and technology innovation in higher education. Dr. Currie obtained her Doctorate of Philosophy from the University of Southern California in Intercultural/International Education. She also holds degrees in Mathematics, Psychology and Counseling.

Ligia Deca

Synopsis

How to translate converging competences into the reality of teaching, learning and research and life at HEI - Synopsis

In a time where cultures are internationalising, voting turnout rates are declining, religious and political fundamentalism is increasing and youth expresses its alienation from politics, higher education remains of key importance to stimulate democracy and active citizenship. Education allows citizens to be more sensitive to the democratic spirit and better skilled for participation in democratic processes in institutions.

The role higher education and students have played in 'new democracies' in Eastern Europe, is a good example of the positive effects of a responsible higher education community. But so are political debates in higher education institutions, lecturers active in public debates and democratic participation within higher education institutions' governance itself. A Europe based on knowledge can also effectively promote these values to other regions of the world in a more sensible way than the democracy building that we have witnessed in recent years.

Demographic changes will confront Europe with a decreasing workforce, which will lead to new discussions about migration of workforce from regions which are not confronted by a decrease in workforce. The current discussions about immigrants in many European countries are worrying in this respect. Nationalist and conservative parties acquire more influence, hand in hand with xenophobia, Islamophobia and intolerance. The rises of extremist political parties across Western Europe, as well as the anti-gay movement in Eastern Europe, are real threats to the European social and cultural values as well as the increasing need to allow new immigrants to work in Europe. Higher education should bring another perspective on nationalism and the backlash against globalisation. Historically, universities and knowledge have been international, and an effective tool to promote multicultural values. In order to make this vision a reality, a future European Higher Education Area should be open for students of all regions in the world and increase student mobility. Higher education institutions are creating the future leaders and Europe should play a role in making sure that they are taught the values that create open societies.

This contribution of higher education to civic responsibility and democracy is, however, not self-evident and should never be taken for granted. The European Students' Union (ESU) will argue that HE should set the example for society, a Higher Education Area free of discrimination and corruption. Furthermore ESU will identify the generic skills that should be taught in every field of study. The students' contribution to the Forum on Converging Competences will touch the following topics: generic skills in curricula, student centred learning, student participation and the contribution of the academic community to debates about a sustainable society free of discrimination.

Biographical Data

Ligia Deca is the Chairperson (2008-2009) of the European Students' Union (ESU). She has recently graduated a Master degree in Maritime and Port Management, after finishing a Bachelor degree in Maritime Engineering. Her experience regarding educational policies started while being General Secretary of the National Alliance of Students' Organisations in Romania (ANOSR) from 2005-2006 and President of ANOSR from 2006-2007. Before being elected as Chairperson, she was a member of the Gender Equality Committee within ESU. Her professional experience includes working in the Quality Assurance field by being active as a consultant in the development of quality management systems in various institutions (HEI, public institutions and private companies) and by taking part in both internal and external institutional QA evaluations (such as the EUA Institutional Evaluation Programme). She was also the coordinator of the Coalition for Clean Universities - a campaign aimed at fostering academic integrity and fighting corruption in the Romanian educational sector.

Professor Áine Hyland

Synopsis

In its Strategic Plan, *Agenda for Excellence 2000 – 2005*, and subsequent strategic plans, University College Cork placed a particular emphasis on research-led teaching, and committed the university to giving parity of esteem to research and teaching. A number of new initiatives were introduced to support teaching and learning including an annual President's Awards for Excellence in Teaching, awards for research on innovative forms of teaching and learning and a re-writing of the Academic Promotions scheme to ensure that excellence in teaching was recognised and rewarded. The university also took steps to redesign all courses and programmes in line with the Bologna declaration and with communiqués issued from the follow-up meetings in Prague (2001), Berlin (2003) and Bergen (2005).

The support structure set up in University College Cork included developing e-based and blended learning approaches to teaching and learning, and planning and providing a series of professional training and development courses in teaching and learning. Certificated courses for faculty members (up to Masters level) in Teaching and Learning were provided and these courses attracted staff (from newly-appointed lecturers to long-serving senior professors) from virtually all disciplinary areas of the university. Through the European Universities Association and other European links, staff worked collaboratively with colleagues in other European universities, and also developed links with the Carnegie Foundation for the Advancement of Teaching and Learning in Higher Education in the U.S.

During 2005-6, University College Cork was one of seven partner universities in the EUA's Quality Culture Network IV on Teaching and Learning which focused on Learning Outcomes. The members of this network attended a national conference on Learning Outcomes in Cork in October 2005, at which papers and posters across a diverse range of disciplines were presented. Arising from the conference, Dr. Declan Kennedy of UCC prepared a comprehensive Handbook on Learning Outcomes, which has been widely distributed to higher education institutions in Ireland and elsewhere in Europe which are in the process of re-writing programmes in terms of learning outcomes, to bring them into line with the Bologna Declaration.

This paper will describe and analyse the process involved in developing a faculty-led approach to re-writing courses and programmes in terms of learning outcomes and its implications for intra- and inter-institutional convergence.

Biographical Data

Áine Hyland was Professor of Education in University College Cork from 1993 to 2006 and was the University's Vice-President (Academic) from 1999 to 2006. She led a teaching and learning development team within the university during that period. She has published widely on the history and policy of Irish education and on curriculum and assessment issues. She is currently Vice-Chairperson of the Irish Research Council for Humanities and Social Sciences and is chairperson of the (Irish) National Academy for the Integration of Research and Teaching and Learning. She co-ordinates a network of higher education institutions on Graduate Education involved in the U.S. based Carnegie Foundation's CASTL Institutional Leadership programme.

Slobodanka Koprivica

Synopsis

Slobodanka Koprivica, Deputy Minister, Ministry of Education and Science of Montenegro

My intervention today will necessarily be painted with local colours, but I believe that it can also show some wider European thoughts on the future of Bologna process.

We can agree that the Universities in our Region offer good education that enables young people to find a well paid jobs after it. But how actually are these young people contributing to the society, other then offering well designed (or over-designed) products to the consumers? Sometimes, it can look like a very conformist screenplay. What about their personal developments – of their dreams when they were students? We know how a multi-national company can be hard on this item. How do we stand with students' start-ups that would keep them continue their professional pursuit, keeping them innovative, creative and engaged?

The question of employability that is at the centre of design of bachelors' curricula can also narrow down the higher education system to those fields of economy that employ in a certain time and geographical frame. But European funding, the LLL programme and Research Framework Programmes are offering more then what is now understood in my country. This can also mean that people keep on with their personal developments, receive grants for it but also involve their research with economy and create added value. They should be the ones who will create new areas of economic activity in the country, rather then just trying to fit in the existing ones.

I believe we need to work much more on the entrepreneurial skills of our students. The professors too would need to show them examples, like establishing spin-offs, developing relations with SMEs, etc. For this kind of changed attitude, we need converging competences, we need intense mobility, and we need new role models.

Some analysts say that our society is in the phase of exiting transition, which is confirmed by entering more deeply in the European integration process (Stabilisation and Association agreement signed in 2007, expecting to apply for the candidate status). Transition being, primarily, a complete turnabout of all values, we are now in the phase of establishing new, European value system.

What is the role of University in that process? A certain line of division can be observed. Technical faculties that have not suffered from ideological changes happening in our societies in the past 2 decades have focused more on education for labour market. Some have been afflicted more then others by the collapse of economy and have been trying to re-establish the connection with new industries, mainly SMEs, to develop new competences and human capital for new needs.

On the other side, we have social sciences and humanities that have always been more specifically related to the ideological matrix. With the demand of European integration process, they have changed, through many curricula changes of the faculties of Economics, Law and Political Sciences, History etc. From this, formative side we can say that now we are educating people for integrations, human rights, democracy, and other fields important for a European society.

The question is – do we have appropriate dialogue platforms at regional, national and local levels, that would lead to programmes and projects of local concern that would bring about better and more efficient acceptance of European policies and that would give the feeling of ownership to practitioners? I think we need to do much better in this area. European programmes in education and research are fully recognising this need but we need to change inside first. We need to overcome some small-place thinking, divisions and self-centeredness.

Better governance of higher education institutions and public responsibility for complete process is still a crucial topic for future success of the reform.

Slobodanka Koprivica

September 25, 2008

Biographical Data

Slobodanka KOPRIVICA, MSc

MSc in Electrical Engineering, University of Belgrade

Scientific specializations at the University Karlsruhe, Germany (1984-1985)

Vice-Dean, Faculty of Electrical Engineering, University of Montenegro (1987-1989)

Deputy Minister for Science and Higher Education, Ministry for Education and Science of Montenegro, 2003-

Member of national Council for Higher Education

Member of Bologna Follow-up Group

Representative of the Ministry in CDESR – Council of Europe

Member of NATO Committee on SPS

Bruce Muirhead

Biographical Data

CEO - Bruce Muirhead

Chief Executive Officer

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Background:

Bruce Muirhead is the Founding Chief Executive Officer and Professor of Eidos Institute. Prior to joining Eidos, Bruce was the founding Director of [The University of Queensland's 'Boilerhouse' Research Centre](#). Muirhead has more than 20 years' experience in building partnerships between public and private sector focusing on the connections between economic, public and social innovation in the development of community capacity at local and global levels.

Most recently, following the murder of an elderly Ipswich resident in 1999, Professor Muirhead's leadership role in the [Goodna Service Integration Project](#), was acknowledged by the Australian Government as one of ten national projects, alongside the Sydney Olympics and the response to the Bali bombings, for creating large-scale collaboration to respond to Australia's priority challenges. His awards for this work also included a UQ Teaching and Learning Award and finalist in two consecutive Australian Awards for University Teaching. He writes and travels extensively and over the past few years has been invited to speak on collaborative innovation at conferences in the USA, South Africa, Europe and UK. He sits on a number of international committees and boards including Education, Citizenship and Social Justice (SAGE), Queensland Ministerial Advisory Committee on Equity, Intel Community Telco, Infoxchange Australia, Bremer TAFE, International Consortium for Higher Education, Civic Responsibility and Democracy. He is a member of the Australian Institute of Company Directors.

As CEO of Eidos Institute Ltd he is now responsible for profiling the Institute, identifying and influencing emerging ideas, research initiatives and opportunities, implementing the management and project development requirements, as well as the initiatives that will identify and grow the Eidos goals via member collaboration.



Lars Lyng Nielsen

Biographical Data



Lars Lyng Nielsen

Born 1948, Copenhagen, Denmark

MA in Psychology (Cand. Psych), University of Copenhagen.

Former positions:

- Lecturer at colleges for education, nursing and physiotherapy.
- Professional Consultant at the Danish Ministry of Education.
- Head of Offices in the Danish Refugee Council and in the UNHCR.
- Since 1995 Rector at Funen National College for Social Education.

In 2002 elected as Denmark's National Representative in EURASHE's Executive Council.

In May 2004 elected Vice President, re-elected in April 2006.

In October 2006 approved as Acting President of EURASHE by the Executive Council.

In April 2007 elected President of EURASHE.

Prof. Dr. Z. Nozica

Biographical Data

Dr. Nozica lectured in computer sciences at various institutions in higher education in Croatia and held management positions in the industry in the USA. Former prorector of the University College of Applied Sciences (Polytechnic of Zagreb), currently, he is dean of University College of Applied Computer Sciences in Zagreb. Dr. Nozica also represents the Council of Croatian Institutions of Higher Professional Education in the Council of EURASHE. He is involved in strategic development of institutions in response to Bologna initiated processes and contributed to higher education policies.

Dr. Nozica holds a B.S. in Electrical Engineering, an M.S. in Computer Engineering, and a Ph.D. in Computer Sciences, all from the University of Zagreb, Croatia.

Georgia Nugent

Synopsis

I plan to discuss the relationships that Kenyon College, a small liberal arts college in a rural area in Ohio, is building with our local community. The "intercultural" dimension of this relationship is not so much an ethnic or racial one, but has to do with differences in socio-economic class, cultural norms, educational attainment, etc. For example, while Kenyon's senior faculty members may earn more than \$100,000 per year, and annual tuition costs at the College are now approximately \$50,000, the average per capita annual income in our surrounding region is \$17,000! Science teachers in our local schools may teach creationism, rather than evolution. And not a few members of the local churches honestly believe that Kenyon students worship the devil. In such an environment, distrust and disrespect between groups can flourish. Yet true democracy depends on mutual respect and trust.

Thus we have made many efforts to bridge these differences. I will highlight briefly three programs in which the College actively builds partnerships with the local community. These are

- 1) The diverse programs sponsored by our Rural Life Center, including a very significant initiative called Food for Thought, through which we buy the products of local farmers.
- 2) The Kenyon Academic Partnership, which was the origin of the Advanced Placement program in America. Through this early-college program, we offer college-level courses to more than 1,000 high school students in more than 30 school districts throughout our state.
- 3) Team 9 is a new program in which we partner with the local middle school to familiarize ninth graders (i.e., students 13-14 years of age) with college and help prepare them to apply to college.

In part for historical reasons, which I will discuss, it is not uncommon for American colleges to be situated in remote and rural locations, which present a cultural disparity between "town" and "gown" like that found at Kenyon College. While this particular construct may not be mirrored exactly in other countries, I believe that comparable types of cultural differences between an educational institution and its surrounding environment may characterize many college situations around the world. A democratic society will not be successful if we are not able to recognize, above any differences we may have, the common humanity that unites our neighbor and ourselves. It is my hope that, for that reason, describing the activities our college has carried out to bring college members and community members together may prove of interest to others.

Biographical Data

S. Georgia Nugent is Kenyon College's eighteenth president and the first woman in Kenyon's history to hold this position. Previous to her appointment, Nugent served as Princeton University's dean for the Harold McGraw Jr. Center for Teaching and Learning. She graduated cum laude from Princeton in 1973, a member of the university's first coeducational class. Nugent later became the first female graduate of Princeton to hold a full-time faculty appointment there.

Nugent earned a Ph.D. in classics from Cornell University and began her teaching career as an instructor at Swarthmore College before returning to Princeton as an assistant professor in 1979. In 1985, she moved to the classics department at Brown University, where she was appointed associate professor. Seven years later, she again answered the call of her alma mater, becoming assistant to the president and later, associate provost at Princeton. Among her accomplishments at Princeton were initiatives to lead the university's distance-learning programs for alumni. In early 2000, Nugent helped establish the Educational Technologies Center, a group of programmers, designers, and consultants who work with

faculty on the use of instructional technology. Nugent became dean of the McGraw Center in 2001. In this capacity, she initiated a variety of programs and services for faculty and students to enhance teaching and learning at Princeton.

A widely published scholar of the classics, Nugent specializes in epic poetry. She has numerous articles and presentations to her credit.

While serving on the faculty at Brown University, she received the Wriston Award for Excellence in Teaching.

Aleksa Bjeliš**Biographical Data**

Born 2 February 1947 in Rijeka, Croatia. Married, two children.

Bachelor of science (physics) - 1970, Faculty of Science, University of Zagreb.

Master of science - 1974, University of Zagreb.

PhD - 1978, University of Zagreb ("Dynamical properties of quasi-one-dimensional electron-phonon systems". Supervisor: S. Barišić).

Employment:

1971-1986 employed at the Institute of Physics of the University, Zagreb, as assistant, researcher, head of the group, and director.

From 1986 employed at the Department of Physics, Faculty of Science, University of Zagreb (1986-1989 assistant professor; 1990 – 1996 associate professor; from 1997 full professor).

1990-1997 Vice-dean of the Faculty of Science, University of Zagreb.

2000-2002 Dean of the Faculty of Science. University of Zagreb

2002-2006 Vice-rector for science and development of the University of Zagreb.

2006- Rector of the University of Zagreb

Membership of professional bodies:

1995–2002 President of the Committee for the International Co-operation of the University of Zagreb.

2001-2005 member of the National Council for High Education of Republic of Croatia.

2003-2006 Croatian representative in the Bologna Follow-up Group (BFUG), leading European body for the implementation of the Bologna Declaration.

2004-2005 member of the BFUG Stocktaking Working Group, in charge of the preparation of the report for the Conference of European Ministers Responsible for Higher Education in Bergen, 19-20 May 2005.

2002- Croatian representative at the Steering Committee on Higher Education and Research, Council of Europe.

2004-2007 president of the Committee for Implementation and Follow-up of the Bologna Process of the Croatian Rectors' Conference.

2007- member of the Bureau of Steering Committee for Higher Education and Research (CDESR)

2007- member of the Magna Charta Observatory Collegium

Member of the European Physical Society and of the Croatian Physical Society.

Scientific activity:

About 70 scientific publications, published mostly in international open journals. Invited talks at about fifteen international conferences, schools, etc. Participation at about twenty five international conferences. Visiting professor and/or scientist at about twenty universities and scientific institutes in France, U. S. A., Canada, Italy, Switzerland, Slovenia and Hungary. Referee for few leading journals in the field of physics.