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***Higher Education and Democratic Culture:
Citizenship, Human Rights and Civic Responsibility***

SYNOPSIS and BIOGRAPHIES

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Martin J. Blank

The Community School as a Pivotal Vehicle for Nurturing a Democratic Culture

Public education in the United States has taken on an increasingly narrow focus in recent years. Academic achievement is the primary emphasis, crowding out other aspects of child and youth development, and relegating the original purpose of education –to develop an educated citizenry that can sustain democracy- to a back seat.

The Community School is re-emerging in the U.S as an alternative vision for achieving the multiple goals of our education system. A community school is both a place and a set of partnerships between school and community. It has an integrated focus on youth development, family support and community development; its curriculum emphasizes real world learning through community problem solving and service. By extending the school day and week, it reaches families and community residents. Thus the community school is uniquely equipped to develop an educated citizenry, to strengthen family and community and to nurture democratic culture and human rights.

The movement toward community schools also is emerging across the entire world. Scotland, England and Holland have national policies. The community school is becoming a vehicle for civic development in parts of Eastern Europe, the former Soviet republics, Africa and South America.

Government at all levels - public, private and community-based organizations, faith-based institutions, grassroots groups - all have a role to play. Higher education institutions (HEIs) are especially critical partners in community schools development. The community school is a key vehicle for HEIs that are concerned with developing a new democratic consensus because 1) schools are the single entity serving nearly all young people in most of the world, and the place where basic competencies of democratic citizenship emerge; 2) with its interdisciplinary approach, the community school offers a vehicle through which multiple disciplines and departments in HEIs can work together to achieve the common goal of developing an educated citizenry, as well as their own individual goals; and 3) given demands for accountability in higher education, the community school provides an opportunity for HEIs to become deeply involved with problems and challenges facing the communities where they are located.

Experience in the United States illustrates the roles that HEIs can play, including community outreach and community building, youth leadership development, capacity building, and community schools development. For example, the University of Dayton and Xavier University are engaging local community residents as equal partners in the planning and development of community schools. At the University of New Mexico, college students are working with students in Albuquerque middle schools to develop their leadership and citizenship skills. The John Gardner Center for Youth and their Communities is using its convening and technical capacity to develop a county-wide community school strategy that includes a strong emphasis on effective use of local data. The University of Pennsylvania, through its Center for Community Partnerships is the anchor institution for community schools in West Philadelphia. The Sayre High School is the most fully developed example of a university-assisted community school with participation from schools of medicine, nursing, dental, and social work

But generally HEIs play a limited role in community school development. Their absence reflects three factors: 1) HEIs are notoriously hard to access -- and have done little to be more accessible; 2) HEIs have a reputation for narrowly conceiving their own interests rather than seeing the community's interests as their own; and 3) other stakeholders are unwilling to invest time to work with HEIs to tap their assets.

To address these barriers, HEIs must see a purposeful connection with K-12 schooling as part of the core mission of the entire institution – not just the school of education. And HEIs must see that relationship as a vital instrument for nurturing the democratic values of its own students, as well as strengthening the capacity of the HEI and the entire community to cultivate democracy and human rights. HEIs cannot wait to be asked to be part of community school initiatives; it must be part of their core business.

If the community school is to fulfill its promise as a vehicle for developing active, engaged citizens who demonstrate democratic values and respect for human rights, colleges and universities must come to the table as partners in a shared enterprise that is driven by the results that all stakeholders seek. The intensive involvement of higher education leaders will be pivotal to meeting the challenges of building community and democracy in the 21st century.

Robert A. Corrigan

The most exciting thing that I have seen in over four decades in American higher education is our renewed embrace of an historic mission: preparing our students to be informed and active participants in a democratic and global society. We are committed to graduating men and women who are prepared – and eager – to make ours a better and more just world; who believe in something and will act on those beliefs; who will vote, volunteer, and be active in civic affairs.

In the last 20 years, this movement has gradually broadened from a commitment to community service, to the direct linking of service and classroom experience through community service learning, and now to the promulgation of the skills and values of active participation in a democratic society known as civic engagement.

Across the nation, higher education is being joined in this effort by private and philanthropic partners that include, to name only a few, *The New York Times*, which has joined with the American Association of State Colleges and Universities (AASCU) and the Carnegie Foundation for the Enhancement of Teaching to create the American Democracy Project; Campus Compact, which partners with the Association of American Colleges and Universities (AAC&U) in the Center for Liberal Education and Civic Engagement, and private philanthropists such as Jonathan Tisch, who last month donated \$40 million to Tufts University to endow its College of Citizenship and Public Service, which aims to ensure that all Tufts students graduate “prepared to be committed public citizens and leaders who take an active role in building stronger communities and societies.”

Such major partnerships are essential to spreading the movement, but to make civic education – education for democracy – a fundamental part of higher education, individual institutions must create what I term a “culture of engagement” that is shared by faculty, students, staff and administration. Building such a culture is an all-university process. It starts with support and encouragement from top administration. That means dollars and cents. It means encouragement and reward systems for faculty to integrate civic engagement into their classes, student projects, and scholarly work. It means providing opportunities for students to become directly involved in the electoral process by conducting voter registration, voter education, and get-out-the-vote campaigns on campus. It means using major university events such as commencement to bring to campus and honor individuals who are living by the values we want our students to acquire. It means using campus controversies – an unpleasant encounter between pro-Israel and pro-Palestine students, for instance – as an opportunity to teach the skills of civil debate and dissent.

Examples drawn from several universities will illustrate a “culture of engagement” in action, showing the many ways students are learning and practicing the skills of democracy.

B M Gourley

Fostering democratic cultures: a framework for action

“A “democratic” culture.....means much more than democracy as a form of self-governance. It means democracy as a form of social life in which unjust barriers of rank and privilege are dissolved, and in which ordinary people gain a greater say over the institutions and practices that shape them and their futures. What makes a culture democratic, then, is not democratic governance but democratic participation.” Balkin 2004¹

This is a deceptively simple but powerful definition of a democratic culture and – if adopted in a global higher education context – charges us all with the responsibility to take active steps to ensure fair and unhindered opportunities for everyone to participate, at every level, in an inclusive and equitable higher education system. Only by striving for this can we legitimately claim to be fostering and promoting a truly global democratic culture. The consequences if we fail in this task will be severe. Without enlarging the real opportunities available to all citizens, we risk unsustainable economic growth by starving the global knowledge economy of the highly skilled workforce it requires – not to mention a radical worsening of world problems such as crime and terror by those who feel disenfranchised and alienated from society.

In my talk I will firstly identify some key dimensions of democracy. I will then describe some of the major factors which have impacted on the face of higher education in the 21st century. Finally I will outline a framework for action to serve the democracy agenda by asking three questions of us all:

- One has to do with how we govern ourselves (that is, what are our decision-making processes and who gets to make the main decisions).
- The next has to do with identity: who are we (that is, what is the composition of our staff and student body).
- And the third is the best indicator of where our true interests lie: what do we do (that is, how are we actually and actively promoting the democracy agenda through our research, teaching and community engagement)?

New and innovative methods have to be found to meet the rights of people to be educated, both in the developed and developing countries. Technology, with its satellite reach and capacity to replicate for many what has been designed for a few, gives us great hope and represents great possibilities. It frees us from the geographic constraints of a previous age, and we are faced with the almost limitless possibilities of providing education to millions of people who would otherwise be condemned to poverty and hardship.

We cannot do it alone however. We can either embrace the rich mosaic of our people of all human cultures, races, religions, gender or we could seek refuge within the familiar. The natural reaction is not always the smartest. In a global age it is even dangerous. This is not a

¹ Balkin, JM (2004) Digital speech and democratic culture: a theory of freedom of expression for the information society. 79 N.Y.U. L. Rev. 1.

time for competition, for winners and losers, but rather a time for collaboration and reconciliation. It is also a time for strong intellectual leadership – leadership which affirms the ties that bind us as citizens of the same planet, and which affirms the ethics of a common humanity. It is my belief that we can help each other to pursue that end – an end which in the final analysis has to do with democracy and social justice at its very best.

Biography

Professor Brenda Gourley is Vice-Chancellor of The Open University, United Kingdom. A Professor of Accounting and Finance, Professor Gourley shares with the OU a social justice agenda and a belief in education as a tool to tackle the growing inequalities in the global society. She was previously Vice-Chancellor of the University of Natal, South Africa.

Thomas Hammarberg

Promoting Human Rights and Democratic Citizenship

Efforts to improve the protection of human rights must reach the awareness of the majority. It is essential that people have an opportunity to learn about their rights and how to respect the rights of other people. The school system has an important part to play in this while non-governmental organisations are key for building a society underpinned by human rights. Particularly important for the promotion of human rights are some professional groups with advanced education such as teachers, lawyers, journalists, social workers, health personnel and military as well as police officers. Their training could make a difference.

Biography

Thomas Hammarberg is Commissioner for Human Rights of the Council of Europe. He began his six-year term of office in April 2006. Formerly, he was Secretary General of the Olof Palme International Center, Sweden. His other positions have included those of Regional Advisor for Europe, Central Asia and the Caucasus at the office of the UN High Commissioner for Human Rights and Swedish Representative for the multilateral Middle East peace process. He was also the Personal Representative of the Swedish Prime Minister to the Special Session on Children of the UN General Assembly and Chairman of the International Council on Human Rights Policy. Previously, he was Special Representative of the UN Secretary-General for Human Rights in Cambodia, Secretary-General of Amnesty International, and Secretary General of Swedish Save the Children. He has also worked as the Foreign Editor of the daily newspaper Expressen, diplomatic correspondent for the Swedish Radio and as a teacher.

Ira Harkavy

Biography

Ira Harkavy is Associate Vice President and founding Director of the Center for Community Partnerships, University of Pennsylvania. An historian, he teaches in the departments of history, urban studies, Africana studies, and city and regional planning. He is Executive Editor of Universities and Community Schools and a member of numerous international, national, regional, and local boards, including the Advisory Committee for the Social, Behavioral and Economic Sciences (SBE) Directorate of the National Science Foundation; the International Consortium on Higher Education, Civic Responsibility, and Democracy (US co-chair); and the Coalition for Community Schools (chair). During 2005, he was a Fulbright Senior Specialist in Australia.

Tatsiana Khoma

The Role of Higher Education for Sustainable Democratic Culture

Most contemporary political ideologies include at least nominal support for some kind of democracy. In many societies, due to the fact that people sometimes take democracy for granted, we seem to be faced with a decrease of social and political activity of citizens. Thus, more than ever, the role of education as a whole and higher education specifically must be recognized as a crucial source for keeping and developing democracy in all societies.

We, the students, as any other European citizen, strive to live in democratic societies, based on democratic principles and the rule of law, where our human rights would be secured and respected. It is through education that we also strive to foster these principles for improvement of the society as a whole. It has already been agreed that education plays a key role in building such societies. The University is a mirror of society where students acquire knowledge, learn their rights and how to exercise them.

One can say that you cannot build the spirit of democracy in the blink of an eye. Taking the example of post-communist countries, where you had societies coming from a background where democracy was not a part of their culture, you can notice that the people needed time in order to get used to living in a democratic culture that projected democratic values.

It is also true that through higher education one does not simply receive a formal education but also a number of non-formal skills and experiences for this is a period of learning and socializing. Modern society is a fancy mixture of cultures, languages, ethnicity and other societal factors. Higher education shall no longer be a privilege of the selected. The system of higher education should strive to reflect the social composition of the society and to give students the opportunity to integrate into it through socialization while studying.

Teaching democracy means raising awareness about human rights through the delivery of a holistic education. Through participation in an active academic and student life, students learn how to value and respect those rights whilst also enjoying the opportunity to exercise them.

The right to participate in decision making and the right to freedom of association and speech are of special importance to students because this means that they have the right to organize themselves in democratic organizations and participate in running of their universities. The idea of partnership and dialogue between all stakeholders is also essential. Even though in most European countries nowadays students are recognized as stakeholders, in reality their opinion is not always taken into account and governments do try to keep students under control.

It is widely agreed that teaching methods used at higher educational institutions should develop analytical and critical thinking skills. This is impossible without higher education institutions being fora for open discussions and expression of opinion about the development of higher education and society as a whole. Teaching should not be biased in any way and thus there should never be any sort of ideology imposed by higher education

institutions, regardless of whether this ideology is pro-governmental or imposed by some other political actors.

During a conference on students rights held in Serbia in May, ESIB – the National Unions of Students in Europe stated its commitment to work on a European Charter of Students Rights. The document will contain the students' opinion about their rights as students. A consultation process with other stakeholders on the content and use of the Charter is also planned. Recognition and respect of these rights will be in our opinion a big step in front of democratization.

Biography

ESIB Executive Committee member 2006. A student activist from Belarus. Used to study international economics at Belarusian State Economic University before I was expelled in November 2005 which was 10 days after I was elected into ESIB committee. I was an International Officer and member of Executive Committee of Belarusian Students Association, underground student organization in Belarus.

Dr. Caryn McTighe Musil

Biography

Caryn McTighe Musil is Senior Vice President at the Association of American Colleges and Universities (AAC&U) where she is also in charge of the Office of Diversity, Equity, and Global Initiatives. She has special expertise in curriculum transformation, faculty development, civic engagement, diversity, and women's issues. Dr. Musil co-directs AAC&U's Center on Liberal Education and Civic Engagement launched in partnership with Campus Compact in 2003, a center designed to strengthen how universities and colleges study and practice civic engagement in a diverse democracy and interdependent world and how to make such efforts more central to faculty work and student learning.

Dr. Musil's expertise in civic issues is rooted in her long teaching and administrative history first in English and women's studies and then in her extensive work in U.S. diversity issues defined more broadly. In *American Commitments: Diversity, Democracy, and Liberal Learning*, AAC&U's multi-project eight-year initiative with a central focus on the civic struggles to define democracy in the United States, Dr. Musil directed three generations of a faculty and curriculum development initiative that involved 130 institutions and 500 faculty and administrators. Dr. Musil is especially interested in linking the three powerful and overlapping educational reform movements involving civic, diversity, and global learning, which together are critical components of a 21st century liberal education.

Dr. Musil received her B.A. in English from Duke University and her M.A. and Ph.D. in English from Northwestern University.

Goolam Mohamedbhai

'The Role of Higher Education in Creating the Right Environment for Sustainable Democracy in Developing Countries'

For democracy to take root in any country, the environment in that country should be ready to accommodate a democratic culture. In many developing countries the conditions are far from ideal for genuine, functional democracy to occur and to be sustained. The four essential conditions which must prevail in a country for sustainable democracy to take place are a reasonable level of literacy, absence of extreme poverty, peace, and the cultural mindset of the people to accept the concepts of democracy.

World statistics show that, in the least developed countries, the adult illiteracy rate and the percentage of population living below the national poverty line are unacceptably high. Many of these countries are also affected by war and conflicts. Such conditions make it difficult for democracy to take root. They also affect the health of the population and breed crime, which impact negatively on democracy. The cultural set up, the beliefs and the customs of the people are often such that they regard democracy as a western concept inappropriate for them.

Higher education institutions in developing countries can help to combat adult illiteracy by promoting non-formal education through community service, by working closely with relevant NGO's and by undertaking research in adult literacy. To alleviate poverty, there is a need for higher education institutions to produce appropriately trained technical staff who are entrepreneurial and are prepared to work in rural areas. To promote peace, teachers should be trained to develop attitudes of tolerance and understanding among pupils, and universities should introduce peace-related modules in their teaching programmes and undertake research to understand the origins of conflicts. As all the conditions are closely interlinked, literacy and education should help to alleviate poverty, thus reducing the risk of conflict and promoting active citizenship and democracy.

However, in many developing countries higher education institutions are constrained in playing an effective role in promoting democracy because they are not autonomous and do not enjoy academic freedom. But they can, through collaboration with institutions in democratic countries and with the assistance of regional and international higher education associations, overcome this constraint.

Biography

Prof Goolam Mohamedbhai is the former Vice-Chancellor of the University of Mauritius, a position he held from 1995 to 2005. He obtained his Bachelor's and Doctorate degrees in Civil Engineering from the University of Manchester, UK, and did his postdoctoral research at the University of California, Berkeley, under a Fulbright-Hays award.

He is currently the President of the International Association of Universities. He has also been Chairman of several university associations, including the Association of Commonwealth Universities (2003-2004), the University Mobility in the Indian Ocean Rim (2001-2004), and the University of the Indian Ocean (1998-2005). He is currently Chairman of the Regional Scientific Committee for Africa of the UNESCO Global Forum on Higher Education, Research and Knowledge.

Lars Lyng Nielsen

Promoting Human Rights and Democratic Citizenship

In a globalized world and an era of knowledge and communication, knowledge and access to communication are the real values, the possession of which can unite a society or separate people into the “haves” and the “have-nots”. The access to education and to a free exchange of ideas is a prerogative to the individual’s ability and possibilities to exercise her or his active role in a democratic society on a level that is not only symbolic. And only the active engagement of all individuals can ensure a sustainable democracy based not on rules but on a democratic culture.

HR are rather easily taught but difficult to learn. The numeric figure of 51% of the votes is understood immediately, but the importance of minority protection as a common good takes some time to digest.

Higher Education Institutions can teach Human Rights & Democratic Citizenship as a specific study or programme or can include these subjects in other programmes. This might have little or no impact on others than the students and teachers directly involved.

Therefore, to become important actors in the promotion of HR & DC, HEIs must develop into living examples of best practice, where HR & DC are not only taught, but are the major values that influence every aspect of daily life. And to disseminate these values HEIs must increase their interaction with community on all levels.

Co-operation with other HEIs, with governments, with industry etc. are self-evident factors. But HEIs should also develop into open regional or local centers of knowledge and culture, centers which are there for the benefit of the members of the local community, and which offer not only high quality academic research but also practical solutions to immediate problems. HEIs cannot be secret brotherhoods of hidden wisdom, but must share and discuss their values, their knowledge and their role in society in a common language.

Access to HEIs must be flexible and include assessment of competencies acquired outside the traditional primary and secondary education system. Higher Education Programmes – be it short cycle, medium cycle or long cycle tertiary education – must all be based on the newest research and cleared for all “blind alleys” as to ensure the individuals access to continued education to the highest level possible. The right and the possibility to engage in Life Long Learning is important to the individuals continued contribution to society. In this context the HEIs and programmes that are represented through EURASHE hold specific qualities and experiences. We are happy to offer our continued co-operation in the creation of the European Higher Education Area and to contribute to the promotion of HR and DC through this co-operation.

Biography

Candidate in psychology (Cand. Psych.)
University of Copenhagen 1979.

Former positions as Lecturer at various colleges, Consultant at the Danish Ministry of Education, Head of Offices in the Danish Refugee Council and in the UNHCR (Bosnia & Croatia).

Since 1995 Rector at University College for Education and Social Education. Since 1997 chairman of the Rectors' International Committee.

Since 2002 member of the Executive Committee of EURASHE for Denmark. In Nicosia 2004 elected Vice President, re-elected in Dubrovnik 2006.

Dr. G. David Pollick

Biography

Dr. G. David Pollick became the 12th president of Birmingham-Southern College in July 2004 after serving since 1996 as president of Lebanon Valley College in Annville, Pa., a four-year, private liberal arts institution also affiliated with the United Methodist Church.

He received his bachelor's degree in philosophy from the University of San Diego; his master's degree in philosophy from the University of Ottawa, Canada; his Ph.L. in philosophy from St. Paul's University in Ottawa; and his Ph.D. in philosophy from the University of Ottawa.

Pollick also has served as co-chief executive officer and president of the Art Institute of Chicago and The School of the Art Institute of Chicago, acting president and provost and vice president for academic affairs at State University of New York College at Cortland, and dean of the College of Arts and Sciences and associate professor of philosophy at Seattle University in Washington. He also has held administrative and academic positions at Saint John's University in Collegeville, Minn., and College of Saint Benedict in St. Joseph, Minn.

In his brief tenure at Birmingham-Southern, Pollick has initiated plans to grow the college's enrollment from 1,400 to 1,800 over the next few years, position the college as a center for the discussion of issues surrounding human dignity, increase international study opportunities for students, add programming that will strengthen the college's position within the framework of national liberal arts colleges and society's needs, and broaden awareness and recognition of the college across the nation and world, among other initiatives.

The center piece of his work at Birmingham-Southern has been the establishment of the Center for Global Human Dignity. Based on the fundamental principle that advancing human dignity is central to the mission of liberal education, the Center has as its mission to investigate what it means to be human and what is required to advance human dignity in the world. Central to this investigation is the exploration of what impedes opportunities for people worldwide to live in an environment that sustains an inherent sense of personal worth and social responsibility.

Dr Aziz Pollozhani

No perfect democracies exist however I think there are successful ones, transparent and participatory enough.

Everyone has something of value to contribute in building of democratic community life, however, issue of democracy highly relates to education and higher education in particular. So this paper attempts to introduce some important aspects of the mission of Higher Education for Democratic Culture, promotion of justice, understanding, and acceptance of difference.

Changes in everyday life – technological, political, social and human are global processes that influence the mission of higher education. This paper is kind of deliberation about the entire effectiveness of higher education or the universities as public goods and their obligation to educate students to citizenship as well as to job skills.

In this paper I tried to focus on what I call the cultural dimension in higher education and strongly shifting academic mission for revitalization of democratic society, establishing pluralism and good governance.

There are cultural and economic differences initiating essential changes in higher education however the overall issue I regard closely in connection with a new context and content of learning proposed in the Bologna Declaration, the document that my country signed in 2003.

By identifying factors that are important for a strategy of implementation of the main democratic values as a consequence of building democratic institutions I expect to highlight some important aspects related to our Strategy for developing democracy and citizenry.

This paper is also about important documents that relates to human right standards, equality standards and possible obstacles on the ground of ethnicity.

My country has a positive attitude to bring about equality of the opportunity for higher education and quality of higher education.

I conclude this paper talking about the particular issues such as multiethnic, multilingual dimension and multi historical approach within the national system of education. I enhance that violence occurs when there are no societal and political mechanisms to address issue. Finally, my main intention with this paper is building bridges of communication and understanding between the cultures.

Biography

Minister of Education and Science

Aziz Polozani

Date of birth:

February 15, 1957 in Struga

Education:

He graduated at the Medical Faculty in Pristina in 1980.

Polozani completed his post-graduate studies and specialized training in Zagreb in 1988.

He completed sub-specialized studies in Switzerland in 1991.

Languages:

English

Working and political experience:

From 1983 to 1990 he worked at the Medical Faculty in Pristina

From 1998 to 2000 he was a member of the Parliament

He has been performing the function of a Minister of Education and Science since November 1, 2002

From the 1999-2002 he was a member of the Council of Europe Parliamentary Assembly

From 2002 he was reelected as a Member of Parliament

He is involved in the overall political relation as a member of the Government

Other:

Pollozhani is an author and co-author of over 200 scientific and professional studies in the sphere of medicine

Susan Porter Robinson

Biographie

Ms. Robinson is Vice President for Lifelong Learning at the American Council on Education. In this capacity, she oversees the Center for Lifelong Learning—that in 1942 pioneered the evaluation of education and training attained outside the classroom. The programs that ensued from that vision include six Military and Corporate Programs which work with the nation's armed services and employers to recommend college credit for workplace training and education. The Center now retains the college credit recommendations for this work on official transcripts for nearly seven million adult learners.

In addition, Ms. Robinson plays a key role in shaping national lifelong learning policy through her membership on many boards and committees. Besides coordinating ACE's Commission on Lifelong Learning, a body of 30 college and university presidents, Ms. Robinson serves on governing and policy bodies, including appointments by two Secretaries of Agriculture to the U.S. Department of Agriculture Graduate School Board of Trustees and the Board of Directors for the Servicemembers Opportunity Colleges where she is past chair.

Ms. Robinson has also served on numerous national committees including the National Workplace Learning Conference; the Coalition for Lifelong Learning Organizations; Vice President Gore's Leadership Work Group on 21st Century Skills; the PBS Public Access Advisory Board; the Champions Group for corporate-collegiate alliances; and the Secretary of Defense's Education Roundtable. In addition, Ms. Robinson is Honorary Advisor at the University of Hong Kong's School of Professional and Continuing Education and a lifetime appointee to the Secretary of Defense's civilian outreach program.

Ms. Robinson received her Bachelors of Arts in English and Psychology at Marywood University and her Masters of Arts in English at Duke University. Ten years of her career were spent teaching these fields of study at institutions here and abroad, including the University of Maryland and the Universities of Deusto and Lejona in Spain.

Today Ms. Robinson is frequently invited both nationally and internationally to speak on lifelong learning trends and issues, with international presentations in Hong Kong, Macau, South Korea, Canada, Germany, Finland, and Italy.

Frank H. T. Rhodes

The 21st-century university has become the essential gateway and foundation of every major profession. Universities have also become the primary agents for basic research and major forces in society, spurring economic development, providing a means of social mobility, and increasingly providing essential services and cultural opportunities to the surrounding community. All these things serve to provide the foundation on which democracy can rest.

This paper will outline the major global trends that are shaping the university of the 21st century, including those that could potentially compromise the democratic spirit that historically has enabled the university to serve the public good. It will enumerate the values that are essential to the effective pursuit of knowledge, and argue that the effectiveness of the university over more than 900 years has been dependent on the maintenance of a judicious balance between freedom and responsibility, which is the essence of the democratic spirit. Society supports the university, both financially and in granting a remarkable degree of institutional autonomy and academic freedom with the understanding that both the university's resources and its freedom will be used responsibly to serve the public interest and promote the public good.

The paper will argue that the nurture of the democratic spirit in students will be one by-product of university life and teaching, rather than the result of any artificial indoctrination. Finally it will call on the assembly to affirm that the production of an educated citizenry, capable of critical judgment, moral discernment, and articulate expression that is willing to engage in both public discourse and public service, is the unique obligation and high responsibility of the university.

Biography

Frank Rhodes was president of Cornell University for eighteen years before retiring in 1995, having previously served as vice president for academic affairs at the University of Michigan.

A geologist by training, Rhodes has published widely in the fields of geology, paleontology, evolution, the history of science, and education. His books include *Language of the Earth*, *The Evolution of Life*, *Geology, Evolution*, and his recently published *The Creation of the Future: The Role of the American University*. He is the recipient of over 35 honorary degrees. He is immediate past president of the American Philosophical Society.

Henry Teune

Universities and Democracy

This Forum brings together and crystallizes many initiatives in many places into an organic, global process that is moving institutions of higher education to take responsibilities for democratic development. The three challenges are: 1) to elaborate a concept of citizenship from that of duties to a state to active responsibilities for human betterment; 2) to improve knowledge from shared experiences of “best practices” to systematic comparisons about colleges and universities can do most effectively to promote democracy among their students, communities, nations and the world; 3) to educate for an understanding that citizenship responsibilities extend and penetrate locality, region, county, and the whole world. We did not know where the great democratic revolution of the early 1990s would lead, but we do know now that democracy is a perplexing process of development and not simply a moment in history. We in higher education also know that whatever the results of the efforts of colleges and universities to advance democracy, our chances of succeeding are vastly improve by joining together to share our experiences, knowledge, and ideas.

The evidence is that democracy at this time in human history is good for people, their health, welfare, prosperity, and personal growth. Indeed, a democratic environment is also very good for colleges and universities to prosper, and they have in most parts of the world. Democracy may even be a necessary condition for higher education to contribute to human development. Democratic societies and higher education share the values of tolerance, inclusion, respect for differences, and a strong disposition to honor and celebrate human creativity.

Colleges and universities are entrusted with the minds and souls of the youth, our future, and also have the means to discover the many ways of human betterment. Having two those treasures of the human legacy confers special responsibilities to enlarge, strengthen, and advance democracy in institutions, skills, and culture.

History

The history of this Forum can be encapsulated in a 5-10 year institutional time frame. In May, 1999, on the occasion of its 50th anniversary The Council adopted the Budapest Declaration, an eloquent statement of the responsibilities of higher education for democracy and human development. In July of that year in the US, 51 college and university presidents signed a “President’s Declaration on the Civic Responsibility of the Research University”, known as the Wingspread Declaration, the place of the meeting convened, to affirm their responsibilities to democracy. Later that summer, initiatives of the Steering Committee of the Committee on Higher Education and Research (CC-HER) of the Council led to the formation of the International Consortium for Higher Education, Civic Responsibility, and Democracy, composed of the American Council on Higher Education, the Association of American Colleges and Universities, and Campus Compact. The collaboration of that Consortium and the Council undertook a pilot comparative and cross-national research project on Universities as Sites of Citizenship that had been established by the Higher Education and Research Committee of the Council in the spring of 1999.

In April, 2005 at a meeting in Philadelphia of representatives of the Council's CC-HER and the International Consortium, a decision was taken to propose a Forum in Strasbourg for the following year that would embrace the concluding efforts of the Council's 2005 Year of Citizenship Through Education. The objectives would include moving the various efforts linking higher education and democracy in two directions: 1) to make the more global and 2) to assert that colleges and universities themselves should become responsible global citizens in a democratic world. Just as corporations, countries, and individuals are enjoined to act as citizens in addition to pursuing their own interests, it was now time for colleges and universities to take it upon themselves to affirm their citizenship responsibilities.

The New Directions for Universities as Citizens.

Colleges and Universities can make special contributions as global citizens. To this end, let us return to the three directions that appear to be underway. First, the concept of citizenship is being broadened from meeting relatively passive citizen duties of obeying the law, paying taxes, and voting to active citizenship to enhance democratic societies and personalities with a supportive democratic culture. As part of this broadening of the idea of citizenship is the spread and deepening of commitments to human rights and the revival of efforts of the United Nations to take leadership in promoting human rights through education at all levels.

Second, more information about colleges and universities as institutions is being opened up that can be organized into a global, comparative research base on what they are doing, why and with impact. This is being expanded to include engagement of colleges and universities through their faculty and students in their immediate communities through improving civic society and service learning. Research protocols now are available from the Universities as Sites research program to collaborating researchers everywhere and a global data framework for entering data from everywhere is being constructed. Surely, colleges and universities both as repositories of human knowledge and as a source of generating new knowledge in an innovation driven work are actors of consequence on global developments, even if they do not act as responsible citizens.

Third, the idea of global citizenship is emerging. From local, municipal citizenship, to national citizenship the ideas of global citizenship based on human rights and special responsibilities is developing. The number of organizations, conferences, and publications given to global citizenship is expanding. Colleges and universities can provide a special perspective on global citizenship because they are among the most local institutions anywhere located in a single place, often for a very long time with massive local investments in buildings, libraries, and symbols of great achievements. Yet, they are also among the most global institutions, asserting truth with universal validity and yet open always to challenges from anywhere.

Universities and Democracy: The Coming Years

The euphoria of the Second Democratic Revolution of 1989 wore off by the end of the century. There were great efforts, additional democratic revolutions in Europe and Asia and some cases of regression. But the directions are positive for both globalization, an opening of the world, and democracy, the inclusion of everyone into the world.

When Francis Lieber of Berlin in 1857 assumed a chair of history and political science at Columbia University in New York, he said in his inaugural address "...that in our period of large cities, man has to solve, for the first time in history, the problem of making a high degree of general and individual liberty compatible with populous cities". One of the solutions was the "democratization of the governance of cities through the direct election of mayors and members of municipal councils. That challenge led to many failures, particularly in cities that tried to manage diversity and human liberties by bribing the resisters and neglecting the poor. Nonetheless, colleges and universities in the US continued trying to solve the problems of an urbanizing society.

Today the problem is democracy in a global world. Surely, democracy precludes the options of corrupting traditional centers of power and tolerating human suffering. But as global citizens the institutions higher education must address this challenge and do so democratically through collaboration in research and ideas.

Luc WEBER

Responsible universities

After placing the subject in context and sketching out the basic line of my argument, I will, in the first main part of my statement, identify and elaborate on the responsibility of higher education establishments vis-à-vis society in general, particularly in terms of democratic culture, human rights and sustainable development. I will also highlight the unique contribution of higher education and research to the economy and society, at both individual and collective level. I will go on to consider the impact that the current far-reaching changes in the world, especially globalisation and the spectacular advances of science and technology, are having on society in general and higher education and research in particular. This will afford an opportunity to state firmly that, while we have every right to expect establishments to change to meet new demands, it is also essential for them to shoulder all their responsibilities with regard to society. They are indeed in a prime, not to say unique, position to preserve and pass on society's cultural heritage, create and impart new knowledge and take entirely independent stances on current issues, arrived at using proven scientific methods.

In the second part of my statement, I will look in more detail at the ways in which higher education establishments can most effectively fulfil their responsibilities vis-à-vis society. I will begin by arguing and demonstrating that these establishments' independence from public, economic and religious authorities, although it is not great enough, must be safeguarded. In this connection, I will paint a broad picture of the way in which universities can fulfil their obligations to society through research, teaching and services to the community. Then, on a more practical level, I will investigate the main challenges that responsible universities must take up internally. One of these is finding out how to arouse the interest of research workers who are already stretched to the limit by the fierce competitive climate of the scientific community; the other is finding out how to get the message across to young people, who do not like to be told how to behave and generally take a very utilitarian approach to their time at university. Last of all, I will look at the limits to and potential dangers of increased community involvement by higher education and research establishments, and the role of their leaders.

Biography

Educated in the fields of economics and political science, Luc Weber has been Professor of Public Economics at the University of Geneva since 1975. As an economist, he serves as an adviser to Switzerland's federal government, as well as to cantonal governments, and has been a member of the "Swiss Council of Economic Advisers" for three years. Since 1982, Prof. Weber has been deeply involved in university management and higher education policy, first as vice-rector, then as rector of the University of Geneva, as well as Chairman and, subsequently, Consul for international affairs of the Swiss Rectors' Conference. He is also the co-founder, with Werner Hirsch, of the Glion Colloquium and a funding Board Member of the European University Association (EUA). At present he is chair of the Steering Committee for Higher Education and Research of the Council of Europe and vice-president of the International Association of Universities (IAU). He was recently awarded an honorary degree by the Catholic University of Louvain-la-Neuve for his contribution to Higher Education.