



***REPORT ON
KAUNAS UNIVERSITY OF TECHNOLOGY
KAUNAS, LITHUANIA***

MAY 3-7, 2004

SALZBURG SEMINAR

**UNIVERSITIES PROJECT
VISITING ADVISORS PROGRAM**



**The Universities Project of the Salzburg Seminar
Visiting Advisors Program**

**Summary Report of the Follow-Up Visit to the
Kaunas University of Technology, Lithuania
May 3-7, 2004**

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Introduction

This is a report of the second visit by a Team of Visiting Advisors of the Salzburg Seminar's Universities Project, following upon the first visit to the Kaunas University of Technology (KTU) in November 2000. The Rector invited this subsequent Salzburg Team to visit the University in 2004, first to review the developments that had taken place after the first visit, but also to give further observations on the current situation. This follow-up visit occurred in the same month that Lithuania became a new member of the European Union, a move that presents KTU as well as all universities around the country with a number of new challenges.

KTU provided the Visiting Team with an extensive Self Evaluation report in advance of the visit. The report was very rich in information on the current state of the University and its activities, including a short account of what measures have been adopted since 2000. The report was supplemented by discussions, additional presentations and written materials prepared by the staff and presented to the Team during the visit. The participation of so many colleagues at the University indicated a wide involvement and commitment on the part of both staff and administrators for the preparation of the Team's visit.

The discussions with the Rector, Vice Rectors, Chair of the Senate, several Deans and Heads of various Offices, administrators, and (not least) with student representatives, were all very open, frank and informative. While recognizing the limitations of such a short visit, the Team feels that it was able to obtain some core information about KTU, especially relating to the new challenges facing the University, emanating from the national and international situation for the country of Lithuania generally. In this sense, Lithuania and its universities are not alone or in a unique position; higher education systems and innovation policies in several other European countries are facing quite similar problems. However, on the other hand, the challenges facing a university (in any country) are in many ways tied up with the national targeted policies, and this applies to Lithuania as well.

The Visiting Team wishes to thank all members of KTU who participated in the meetings and who assisted in the preparation work prior to the visit. The Advisors were delighted by the generous hospitality offered in the course of the week, and by the many opportunities to discover elements of the culture around the University. In particular, the Team thanks Rector Ramutis Bansevicius for the invitation to the Salzburg Seminar and for encouraging a collegial and open atmosphere during the discussions, which was essential to the mission of the visit. The Advisors are also most appreciative of the care taken by Professor Vaidotas Viliunas, Head of the International Office, who saw that every detail of the visit proceeded most pleasingly.

KTU in Context

The Kaunas University of Technology is the largest technical university in the Baltic region. Originally, the institution was established in 1920, and after several changes of names and roles, it was finally established with a university status by a parliamentary decision in 1990.

KTU currently has 11 faculties, offering 36 Bachelor programs, 66 Master's programs, and 11 professional programs. It has also several research subdivisions, and auxiliary study subdivisions.

The academic staff is some 1068 strong, including 120 Doctor habilitus and 709 Ph.D.'s (doctors), supported by some 1500 technical staff.

The total number of KTU students is at about 20,000, including ca. 500 Ph.D. students and about 2000 continuing (degree) education students. Compared to the year 2000, the student body has increased by a few thousand, mainly in the number of undergraduate students. (But, as in numerous other countries, the student numbers may have reached a limit, simply for demographic reasons alone.) The student/teacher ratio at KTU varies from 8:1 to 19:1, depending on the fields.

The overall impression of the Team was that KTU is well aware of its new position in Europe and of the future challenges before it. To this end, KTU has taken several steps to remain strategically competitive, and it has restructured many of its functions or created new ones to meet the new demands. In short, the ambient environment of KTU has changed dramatically in a decade and even more so after 1990, and thus the need for new cooperative and service liaisons has grown, while the University's central tasks of teaching and research continue to receive priority.

Furthermore, the Team observed that KTU has evolved greatly even since the year 2000, partly in reaction to the observations of the previous Salzburg Team's visit. Apparently KTU's national role as a technical university has only been strengthened, mainly because of the rapid international developments in new technologies, especially in information technology and the globalization of the national economies. These factors all point to the increased importance of education generally, and, especially with the aging populations, also for various forms of life-long learning. In this respect Lithuania finds itself in the same standing as any other EU member country.

Mission and the developmental strategy

The mission of KTU states that it *"is to be an important part of the global university community and one of the most significant centers of the Lithuanian science, to be involved in development of the information and knowledge-based society, and to aim for excellence through diversity."* The main ways to pursue this goal are through attention to students, quality, innovation orientation, and community service.

Overall, the mission statement and the general strategy that follows are both very ambitious and demanding; they can function only in a progressive national setting, which is attentive to meeting the challenges of the competitive international situation. Quality itself is not an isolated academic concept, but it has strong international implications for the competitiveness of the entire Lithuanian society. Lithuania is of course also a member of the Bologna Process, which aims towards the creation of a European Higher Education Area (EHEA) by the year 2010. This provision alone sets new challenges and targets for every European university.

The Lithuanian Parliament (Seimas) passed a Higher Education Law in 2000, after which the Law has been amended several times, including by decrees. In 2003, a White Book was published that defines the national long-term strategy for research and development and its implementation (several KTU staff members significantly contributed to the preparation of this Book). The Science Council of Lithuania has also addressed the same problem area, and during this visit at KTU it was expressed that there is a need for a general national innovation policy. The World Bank country report on Lithuania (March 2003) addresses similar problems,

placing Lithuania in a comparative position with other European countries. One of the WB's recommendations is the decentralization of Lithuania's higher education sector.

The Team attained the impression that the University feels itself to be rather constrained in the current legal situation, because there seems to be a sort of conflict between the public accountability of KTU and its actual powers to execute its responsibilities properly, not only academically but in terms of service to the society. However, this seems to be a relatively common situation in a number of (European) countries, and there appear to be several different approaches to it, depending on the historical background and current context.

Over the last decade, the issue of the autonomy of the university has been hotly debated in Europe, including as a component of the Bologna Process. However, it is important that European universities and governments recognize this "principle of subsidiarity" (to use the EU jargon), and make way for a more proactive type of governance. **University management cannot be centrally regulated in every detail in the dynamic and international environment within which European universities function today, but, on the other hand, universities themselves must be willing and prepared for the new responsibilities that come with autonomy.** They must be ready in terms of their culture of governance, management structures, and leadership practices. The leeway the university has in implementing any strategy is often budget-constrained, but part of the strategy could and should be how to increase that leeway so that the university can also react to the essential issues or to the "unexpected."

The strategic plan of KTU, whose format is prescribed by the government (and the Law on Higher Education, 2000), and is also confirmed by the government, appears to be very detailed for the strategy of an institution of higher education. It seems that it constrains the University's leadership rather than encourages them toward innovative solutions. However, the plan also has several points that are really forward-looking, and commitment to the Bologna Process itself is an important strategic goal. **The challenge facing KTU now is how to motivate the University itself to implement the necessary (internal) changes;** the current plan is apparently more a response to the government than a tool for internal development. It is important that the University can come back to look into the success of the implementation of the plan and to make corrections when needed.

For any strategic plan, an analysis of the current and future higher education environment is crucial, supposing of course that the future is seen as predictable. (E.g., the European demographic trend is an issue that is certainly predictable!) Furthermore, **a strategic plan often states in which way the institution is unique.** The university can use this as the basis for carving out a special niche for its functions in its particular areas of strength and fulfill functions and services not covered by any

other institution. Nationally, this can lead to a division of labor between the institutions of higher education and research institutes, and, sometimes, also in reference to the secondary level of education. Finally, no university exists in isolation, and a current trend in Europe is networking, both nationally and internationally. This cooperation may take various forms, starting with staff and student exchange, joint effort and projects in research and teaching, benchmarking for quality, etc.

Geographically, Kaunas and Lithuania are in an auspicious position to create and foster links in higher education and related issues between the European Union and Russia, e.g., in the context of the “northern dimension.”

Research and Technology Transfer

Although Lithuania feels that it is not as advanced as other EU member states in technological development, its economy has been growing at a brisk pace in recent years. The general feeling is that there is a strong need for efficient and forward-looking national innovation policies, which now are felt to be rather “passive.” The White Book on Science & Technology (2000) in part addresses the problem of technology development in Lithuania.

KTU has built a large number of contacts that relate to technology transfer, both nationally and internationally, and it participates in the management of Kaunas Science Parks. The University has also created an Inquiries Portal for outside services. Of course, the membership of Lithuania in the EU will again offer KTU new opportunities and incentives to develop closer liaisons between science and business. This also concerns participation in the 6th Framework Research Programme as well as the 7th, which is currently being prepared. EU's structural funds certainly offer good opportunities for new developments.

Traditionally in eastern European countries, teaching and research have been allocated to different organizations, but this separation is breaking down, at least to the extent that the basic research should be the responsibility of universities and applied research mostly that of research institutions. (Apparently nearly all Lithuanian universities are now primarily teaching institutions.) Yet the current trend is that the university is entitled – and in fact required – to engage in some kind of research (though the universities are generally considered to be responsible for most basic research). There are several reasons for this engagement, and one is related to the new demands on universities' role in service to the society at large. **Research should be and is part of researchers' training and it is a tool in upgrading the teachers' knowledge within their own fields. It should also be part of the staff development aspect of the University.**

The situation in Lithuania is still developing in the sense that the business and industry sectors are apparently not used to using and relying on research and R&D work generally, although there is a counter-argument that there are few relevant research services nationally available. For the sake of competitiveness, however, the business world in any country must make a workable liaison with the R&D activities, either locally or internationally.

The research component in KTU's annual budget is still rather modest, some €4 million only, but it is expected to grow fast (and thus the numbers of published papers are also still modest but increasing). Most of this money is not available through competition, but **apparently the University would benefit (at least in the long run) if all of its research funds were delivered on a strictly competitive basis**; this should also apply to the Ph.D. training. Especially in technical fields, the laboratories can be bottlenecks for development, although the Team noted that KTU has still been able to build up relatively good facilities in certain fields. Another recommendation might be for KTU to build joint laboratories where possible, using the available funds in the best way possible, so that several departments or faculties share resources for research and researcher training.

It is a common observation that competition for resources and opportunities for research are healthy for and conducive to achieving high quality. **It is not expected that even a large university like KTU would rise to a top level in research in every field overnight, but a good start toward this goal would be to select and encourage, through competition, those fields where initiative has been demonstrated, and which have the initial human and other resources to develop themselves.** Special (competitive) funds must be made available for this purpose, which also requires a proper strategic interplay between the University's leadership and the "grassroots" development at the department level. Sometimes this is also called a *"center of excellence" policy*, executed either at the national level or at the level of a university. **Ph.D. training should be an essential part of this policy, which gradually could and should also lead into a *post doc* system.** (The Ph.D. training positions should be based on fair competition.) It is important to build something "exciting" that is attractive to good students, also for the sake of long-term staff development in the University; there already exist fields in KTU that are very promising in this respect.

A concern was expressed as to whether Lithuanian scientific journals themselves are competitive enough in the world forum; however, it is even more important that Lithuanian scientists be able publish in top international journals. This would give wider visibility to Lithuanian science, and it would also help in building international collaborative projects and networks in research. In fact, **international cooperation should be a criterion when choosing the top research fields within KTU.** (It is often easier to start international contacts in research and researcher training than in the teaching sector; but here again, staff

mobility and foreign visits or attendance in international conferences etc. are most helpful whenever possible.)

The Kaunas “Technopolis” is and should be an important partner for KTU. There are good examples e.g. in the Nordic countries of how to develop the relationship between a university and “Science Parks” or business incubators, which might provide additional ideas on how to manage this relationship. There are many ways to encourage engineering graduates to build new businesses, and apparently KTU is keen on pursuing these possibilities. These activities are naturally also dependent on national policies and support.

The Team noted that KTU has fully recognized the importance of research in developing the University at large, which would also make it more competitive internationally and better suited to service the Kaunas region and all of Lithuania. **However, research at KTU is externally evaluated (by the government); for this method to be effective, the evaluation criteria must be well planned and consistent, while remaining responsive to changing needs.** Since the quality criteria for any research output are always international if not universal anyway, the national evaluation standards should be aligned with both institutional and governmental goals. It will take time and effort to establish a good research base in KTU, partly for historical reasons, but the University has made a very good start in that direction.

Stakeholders and partners

The creation in 2002 of the Innovation and Information Office (IIO) at KTU integrated three formerly distinct departments: the Public Relations Office, Innovation Centre, and Corporate Relations Office. This has been an important step towards the further enhancement of contacts with KTU's external partners, including companies, the municipality, governmental institutions, associations, foundations, etc. The IIO covers activities such as industrial liaison, marketing, public relations, promotion of continuing education, alumni relations and activities, fundraising (including EU Structural Funds) and innovation management, including patent administration. Certainly the creation of IIO was a step toward implementing the first Salzburg Seminar Team's recommendation to create a Corporate Relations Office, which was indeed established in March 2001 and later incorporated into the IIO. The Self-Evaluation report of KTU provides an overview of accomplishments to date with respect to continuing education, alumni activities, sponsor relations, and public relations at large.

In the SWOT-analysis section of the Self-Evaluation report, KTU is really looking into opportunities to develop further its continuing education services; to take a more active role in technological development, in innovations, and in economic and social policies, as well as working towards the building of a knowledge-based society in the country. The

Visiting Advisors Team noted with satisfaction the initiatives undertaken at KTU since the first VAP visit in 2000. Most notably, these have been in the areas of corporate relations, continuing education, patent administration and alumni activities.

In the interviews and discussions with the KTU staff it was expressed that there is a need to develop a more innovative and open approach towards the challenges that accompany these opportunities. **The Team recommends that IIO adopt a more active approach with the business sector to create more opportunities for the practical application of studies and for student internships; for such an undertaking, a Career Development Unit would be extremely important.** As was noted by KTU representatives, there is the danger that such a career development unit might become merely an employment agency rather than an additional tool in promoting skills development for students. KTU would have to guard against such an outcome; it is in light of this that the Team observed with concern what a very wide variety of different activities the IIO handles with only a limited number of staff. **The Team's observation is that KTU might consider splitting the activities of the IIO into two separate departments:**

First, a **Public Relations and Marketing Department** could deal with the public relations of the institution and the marketing of its products, especially the continuing education services. In the beginning, this Department might also deal with alumni activities and relations, an area that can only be successfully developed if there is a coherent and thorough database of KTU alumni, their study fields and current positions and addresses.

Second, a **Liaison Office** would deal with industrial liaisons and corporate relations, innovations management and patent administration, as well as fund raising. For the time being, this department could also address the issue of establishing opportunities for practical application of studies for students and incorporate the Career Development Unit. These last two activities should also be closely connected with Student Services and could be seen as a joint effort between the two offices. The Liaison Office would be responsible not only for general fund raising and for the EU Structural Funds but also for the EU Research Framework programs, which at present are taken care of by the International Office.

It is important to have sufficient staff available for each of the two departments, and that KTU should look for examples of effective liaison offices and career development units elsewhere in Europe.

The Visiting Advisors Team is of the opinion that the continuing education services provided by KTU are indeed an opportunity for further expansion and enhancement. The KTU Distance Education Centre, a high quality facility, can be of excellent use in providing continuing education at a national and regional level. **In the further development of continuing education, a balance must be found between initiatives and**

activities at the level of the Faculties and departments, and the need for institutional initiatives and coordination.

Overall, the Team observed that steady progress has been made over the last few years in building the basics of public partnerships by KTU, which has only strengthened the University's national position. **The next challenge for the University is to reach more towards international networks and partners**, and of course Lithuania's membership in the EU serves as a good platform for this goal. But again, KTU could and should make use of its excellent geographic position in the Baltic region, with close proximity to such scientific centers as St. Petersburg and many others.

Human Resource Development

Lithuania, like many other European countries, is facing problems with the current trend in the demography. At the same time, there are a number of reasons why it has been difficult to attract young scientists into academic careers, even at KTU. Now the professors are aging and there are too few younger faculty members ready to move up. This is a widespread problem in Europe, but some academic fields seem to be hit harder than others. (In the Soviet era, certain academic fields did not even exist in higher education; since that time, there has been a need to add a number of new disciplines simply because of the market and societal demands.) This problem is only exacerbated by low salaries and inadequate pensions compared to the business sector; meanwhile, salaries make up the major part of the budget at KTU, indicating that there is limited leeway for increased incentives.

A proper long-term strategy might be to look into the structure of the academic and non-academic staff at KTU with a view toward reorienting the working force according to new needs (that certainly do arise) and using natural attrition. The strategic scheme should include human resource planning and, especially for the academic staff, use of merit pay and other incentives to encourage desired behaviors. Such comprehensive planning process must also take into account the demographics that prove student numbers will decrease sharply after the year 2010.

KTU is certainly under many legal constraints and the practice for many years has included low salaries and a regulated hiring practices. **If KTU is to develop a first rate academic staff, able to compete in the EU and world wide, a greater autonomy in all phases of its staff hiring, promotions, and termination is necessary, both at KTU specifically, but also as a general national policy in higher education.** This is all a matter for a strong leadership, which may be a difficult task in a higher education institution that has a long tradition of the collegial form of governance. However, it can be achieved by finding a balance between the elected University leaders and the lower levels of management with

commitment to a long-term strategy for the reform. (After all, it is at the “bottom”, i.e. at the level of Faculties and departments, where the real work of the University is performed and where the innovations happen!)

Internationalization at KTU

The importance of increasing international exchange and international studies comes from the fact that Lithuania as a small European country needs experienced people to represent the nation (e.g. in Brussels) and to work in international companies and organizations either in Lithuania or abroad. In addition to being a new member of the EU, Lithuania is also a signatory country to the Bologna Process, which offers new opportunities for KTU to develop its international status and ties. The staff and students at KTU are aware of the necessity for international cooperation and they all attach much importance to these issues. KTU has already taken good steps in this direction, e.g. in terms of concentrated information provision for its staff and students, and also by creating many support activities such as language courses, etc. However, students could be better informed about the Bologna Process and the steps being taken both in Lithuania and at KTU toward achieving a European Higher Education Area.

KTU should use the opportunity of Lithuania's entrance to the European Union and access to the European programs to its own advantage. **KTU should also use the obligations that the country has assumed in respect to the Bologna Process as a basis for convincing its employees of the positive aspects of reform.** The same argument can be used as a tool for motivating students to be involved, and to negotiate with the government for better terms and financial support.

In terms of internationalization, KTU obviously needs to attract more foreign students to Kaunas. For this purpose KTU could use its own attractive and unique programs, for example the Department of Mechanical Engineering apparently has such programs. The University offers several courses and programs in English that could be interesting to the students from both the European Union and Russia.

KTU apparently needs to concentrate more efforts on the development of teaching foreign languages (and not only English). From discussions with the academic staff and students, the Team has the impression that the number of hours per week for students to learn foreign languages is very low, and it also seems that teachers' motivation should be strengthened. The University could cooperate with the secondary schools around Kaunas to solve this problem, as is discussed later in this report. However, it also seems that **faculty members should also improve their own foreign language skills.** This is recommended, not only for foreign contacts but also for the sake of teaching in another language (other than Lithuanian) when necessary, to say nothing of being able to

read the most up-to-date scientific literature. KTU already profits from the fluency of its older staff in with the Russian language, although this asset could be utilized more by the University as a whole.

The Team noted the obvious correlation between the international activity at KTU and the amount of resources the institution can obtain from the European Union. **It would be expedient to create and accumulate funds for the University's own financial foundation to support its international cooperation activities without the necessity of being completely "EU-driven."**

International activities and capabilities should be an obligatory criteria in the assessment of academic staff, students, research workers, administration, departments and the University as a whole.

Financial management and fundraising

Since 1999, the KTU budget from the government has *increased* by nearly 40% in nominal terms, but in real terms the change is almost negligible because of inflation and salary increases. The governmental budget is based on the number of students and some other criteria (research, etc). At the same time, the University's income from tuition fees (for certain type of courses and repetitions) has increased along with income from various external services, so that the direct governmental allocation is less than 50% of the total expenditure, about the same amount as is used for teachers' salaries, University-wide.

There is a close correlation between the University incomes and education fees, which means that it is necessary to continue efforts to diversify the financial sources. An effective alumni system can help immensely, and there are already good examples of progress made in this direction at KTU, but this is a long-term solution.

The Team noted that there is often no direct connection between strategic planning and the allocation model. (A good strategic plan also needs a realistic budget estimate.) **It might be useful for departments to have additional (financial) motivation for work in implementing the university strategic plan, e.g. in the internationalization process.** This could be a further step in building a true "entrepreneurial" university. Fund raising in various forms is a good place to start for KTU's plan; though it may now be only a modest beginning, in the long-run a university like KTU is certainly in a position to benefit greatly from such a strategy.

The Visiting Team noted with agreement that KTU is developing financial means for assessing its internal cost structure. This is a necessary step toward the implementation of the long-term strategic plan and the changes and developments the University has to undertake for the sake of competitiveness within the European community. The widespread

need for more financial autonomy of European universities has been mentioned earlier in this report.

Teaching and Student Services

In its Self-Evaluation report and during the visit, KTU identified a number of problems to be addressed – uneven quality in teaching; need for more interactive, student-centered classes that need to connect theoretical and practical learning; a need for greater use of information technology in teaching; need to break down barriers in departmental/curricular structure and operations. Many of these problems are especially apparent in traditional science departments which have developed their “old” traditions. **A program for faculty development and training, especially to help professors learn how to use electronic and interactive teaching materials, with incentives and rewards, could be very helpful in addressing these problems.** These are and should be actually the short-term strategy actions.

To revitalize the core area of KTU’s mission, the University may now have the need to re-examine its departmental structure, again in its strategic context. For example, some departments may have lost part or all of their “market,” and need to be reoriented, while several others (for example, science departments) could be combined. As an example, Chemistry could be part of a larger science department in which scientists could work across disciplinary lines as is done in most modern universities, and e.g. Mechanical Engineering could be folded into a larger department of disciplines who depend on this skill to do their work. It is a common observation that some fields (e.g. Information Technology) in many European universities suddenly find themselves understaffed simply because of the high demands by students and the industry itself, while some others remain rather “overstaffed.”

Part of the problem at KTU (as in many other European universities) is inbreeding among the faculty; that is, there is too little movement and mobility of teachers and scientists between universities. By accepting inbreeding, it usually takes a long time before any change can occur. Meanwhile, the University loses possibilities to renew itself and to stay up-to-date in a rapid fashion. (E.g., in North American colleges and universities, one cannot go through all degrees from Bachelor to the Ph.D. in the same institution.) The Team noted, however, that this problem is currently recognized at KTU and measures are being taken to the better.

One apparent problem at KTU is the often poor attendance rate of students in classes and student attrition from programs. There may be numerous reasons for this (and the students’ individual financial situations are certainly an important factor), but **the University must also make a tangible effort to engage and retain students who would continue their studies if given proper encouragement.** Possible

remedies for student attrition include more interactive teaching with fewer weekly lectures, greater use of electronic materials, and more connections between theoretical and practical learning. The long hours spent in classrooms may itself create fatigue among the students as well as the teachers.

An important international trend, in the evaluation of higher education institutions, is the shift of emphasis from teaching (input) to the assessment of learning (output). This is a challenge to the “old habits” of any university; **the numbers of lecture hours are less important, the main point is what the students have learned and what skills they have obtained.** This requires that the course and program descriptions define the targets in advance, as guidance to both students and the teachers who are involved.

The overall KTU curriculum is apparently in need of better focus to make it more relevant to potential the future careers of students. Obviously this cannot be a matter for the University alone, because liaison with outside partners and stakeholders is helpful and even necessary. **The core missions of science and technology need to be revamped to make them more practical and appealing to students and to service their careers.** The Bologna Process itself, along with the new degree structure, provides an excellent opportunity and “window” to perform this task. (Although, of course, no curriculum is ever “finished,” it must live and change continuously with the changing environment, scientific developments, etc.)

Social sciences seem to be a rapidly growing part of the curriculum, and the most dynamic leaders and the younger faculty members are in these fields. In this sense they could serve as good examples for other departments. The Institute of Europe is another very good example of continuing education activity and public service. But on the other hand, KTU should also pay careful attention to how much it can and should go beyond its core areas of engineering and science, especially because the “softer” sciences are well represented in other (even nearby) Lithuanian universities.

While most students have an opportunity to study English, many expressed a wish that there might be a better way to continue practicing and learning on their own after they have completed their formal English studies. Of course the need for extensive language studies at the university level also reflects the rather uneven quality of secondary schools and thus the student preparedness for higher studies. Student preparation in general, especially in mathematics, needs to be addressed. It might be helpful for the University to offer special remedial classes in certain subjects that students could take before beginning at the university level. These could be offered via distance learning, in a summer session, or during the first term of study. Language courses could be supplemented with good software programs and more computer lab facilities to enable and encourage students to engage in independent

study after they complete the offered classes. (Good results for the long term have also been obtained when the university/universities in a given area are willing and able to cooperate with the region's secondary schools to help them develop their teaching, e.g. through virtual channels, etc.) In any case, **the Team observed that the distance learning programs at KTU are very good and recommend that they be used in more and different ways. More of what is known and practiced already could be infused into the rest of the University.**

Since students are the main “clients” of any university and the services provided for them can contribute greatly to the overall success of the university, providing student services is a priority for all educational institutions. **Student accommodations are apparently an area to be addressed at KTU.** In the long run it might be possible to find other solutions (even outsourcing) for the management and ownership of student dormitories; currently they are under the same budget with the University and therefore compete for resources with the academic departments.

Student career assistance at KTU should be developed further. The University has already begun establishing closer connections with the local industry and public organizations for career guidance, which should be very helpful. Alumni contacts can be most effective, who might take on roles such as career coaches or mentors for students still at the University. Local and international internships through which students would be able to spend time in a workplace setting would also help establish employment opportunities for the future graduates.

During the discussion with the Visiting Team, students spoke of cheating/corruption as a problem at the University – both individual students cheating and even faculty-fostered corruption. The leadership at KTU is aware of this set of problems and has taken measures against it. Academic honor standards must be stressed and breaches thereof must be dealt with immediately and severely.

Quality Assurance

The Bologna Process itself heavily emphasizes the quality assurance (QA) responsibility of European universities as an essential element of the new degree structure and its acceptance throughout Europe. QA is intended to promote student mobility and the pursuit of studies in other countries by setting criteria for establishing compatibility with and recognition by the home university.

The Berlin communiqué of 2003 by the European Ministers of Education states that by 2005 national quality assurance systems should include:

- A definition of the responsibilities of the bodies and institutions involved.

- Evaluation of programs or institutions, including internal assessment, external review, participation of students and the publication of results.
- A system of accreditation, certification or comparable procedures.
- International participation, cooperation and networking.

There are several international organizations working on this problematic at the moment, e.g. the European Universities Association (EUA), the ENQA (the European Network for Quality Assurance), Students' organizations, etc. It is important to note that the Bologna Process places heavy emphasis on the overall participation of students especially in the quality assurance work, not only internationally but at every single university. One important technical tool for international recognition and comparability of studies and degrees is the European Credit Transfer System (ECTS).

The KTU has made good progress in this work, recognizing that the Bologna Process and the related QA work is crucial to the future of the institution. This has implications for most aspects of KTU's strategic process, not least of them being internationalization.

At this stage, general advice to any university would be to find national and international partners in the process of reform. The complexities involved and the overall requirements for compatibility mean that no university should or can do this work alone. KTU and all institutions would do well to learn from each other and benchmark themselves against similar universities elsewhere in Europe.

Conclusion

The Visiting Advisors wish to express once again their commendation to KTU for the impressive progress the University has made over the last four years. The developments observed by this Team provide further examples of what commitment and dedication may create. The effort devoted at KTU to establishing a competitive entrepreneurial university will certainly result in further strengthening the University's reputation not only in Lithuania, but internationally as well. These efforts combined with the willingness to participate in the new European trend – the Bologna Process – in a proactive manner will substantially help KTU to fulfill its mission. Naturally there are considerable challenges ahead as well, and the recommendations provided by the Visiting Advisors are intended to offer influential leverage in order to promote those changes necessary to reaching the declared goal of the University.

Schedule of the Visit:

Time	Topic	Participants	Location
Monday, May 3			
	Vaidotas Viliūnas, Head of International Office, will meet Visiting Advisors Program team at Vilnius airport and accompany to Kaunas	Ossi Lindqvist, Hans de Wit, Tish Emerson, Evgeny Kniazev, Anna Glass (VAP team)	Meeting at Vilnius airport, transportation to Hotel "Kaunas"
16:30	team meeting	VAP team	Hotel
	Welcome Dinner	VAP team, Vytautas Ostaševičius, Vice-Rector for Research; Vaidotas Viliūnas, Head of International Office	Restaurant "55"
Tuesday, May 4			
9:00 – 10:45	Meeting with the Rector, Presentation of the program.	VAP team, Ramutis Bansevičius, Rector; Rimvydas Žilinskas, Chairman of the Senate; Vytautas Ostaševičius, Vice-Rector for Research; Raimundas Šiaučiūnas, Vice-Rector for Studies; Pranas Žiliukas, Director of Academic Affairs; Vaidotas Viliūnas, Head of International Office	KTU Rectors Office, Central Administrative Building, Donelaičio str. 73, R 414
	Coffee Break		
11:00 – 12:30	KTU Mission statement and development strategy	VAP team, Ramutis Bansevičius, Rector; Rimvydas Žilinskas, Chairman of the Senate; Vytautas Ostaševičius, Vice-Rector for Research; Raimundas Šiaučiūnas, Vice-Rector for Studies; Pranas Žiliukas, Director of Academic Affairs; Vaidotas Viliūnas, Head of International Office	KTU Central Administrative Building, R 403
12:30 – 13:30	Lunch	VAP team, Raimundas Šiaučiūnas, Vice-Rector for Studies; Vaidotas Viliūnas, Head of International Office	University Canteen
13:30 – 15:00	Development of legal environment for universities	VAP team, Ramutis Bansevičius, Rector; Rimvydas Žilinskas, Chairman of the Senate; Vytautas Ostaševičius, Vice-Rector for Research; Raimundas Šiaučiūnas, Vice-Rector for Studies; Pranas Žiliukas, Director of Academic Affairs; Vaidotas Viliūnas, Head of International Office	R 403
	Coffee break	VAP team	
15:30 – 17:00	University research and role in technological development and innovations	VAP team, Vytautas Ostaševičius, Vice-Rector for Research; Arūnas Lukoševičius, Director of the Institute of Biomedical Engineering; Aleksandras Targamadzė, Dean of the Faculty of Informatics; Arvydas Barila, Director of the Information Systems Office; Violeta Kaunelienė, Head of Innovation and Information Office	R 403
17:00 – 18:00	Team Debriefing meeting	VAP team	
19:00	Dinner	VAP team, Ramutis Bansevičius, Rector; Rimvydas Žilinskas, Chairman of the Senate;	Restaurant "Perkūno Namai"

		Vytautas Ostaševičius, Vice-Rector for Research; Raimundas Šiaučiūnas, Vice-Rector for Studies; Pranas Žiliukas, Director of Academic Affairs	
Wednesday, May 5			
9:00 – 11:00	The role of the university in public partnership	VAP team, Violeta Kaunelienė, Head of Innovation and Information Office; Kęstutis Kriščiūnas, Director of the Institute of Europe; Bronius Neverauskas, Dean of the Faculty of Economics and Management; Vaidotas Viliūnas, Head of International Office	Institute of Europe, R 218
	Coffee break	VAP team	
11:30 – 13:00	Human resource development strategy	VAP team, Stepanas Galkinas, Director of Personnel; Alfonsas Grigonis, Chairman of the Competition and Certification Commission of the Senate; Viktorija Baršauskienė, Dean of the Faculty of Social Sciences; Vaidotas Viliūnas, Head of International Office	Faculty of Social Sciences, R 320
13:00 – 14:00	Lunch	VAP team, Vytautas Ostaševičius, Vice-Rector for Research; Vaidotas Viliūnas, Head of International Office	University Canteen
14:00 – 14:45	Internationalization of the university	VAP team, Vytautas Ostaševičius, Vice-Rector for Research; Raimundas Šiaučiūnas, Vice-Rector for Studies; Kęstutis Pilkauskas, Director of International Studies Center; Vaidotas Viliūnas, Head of International Office Daiva Dumciuvienė, Deputy Director of Academic Affairs; Henrikas Medeksas, Professor of Department of Machine Design; Ilona Rinkeviciene, Director of the Centre of Foreign Languages; Rimas Gatautis, Vice Dean of the Faculty of Economics and Management; Adriana Kvikliene, International Officer; Gintare Grigoniene, International Officer; Renata Motiejunaite, International Officer; Katerina Samoilovic, Student Union Representative	R 403
14:50- 15:00	Visit to the Library	VAP team and Vaidotas Viliūnas	Donelaicio str. 20
15:10- 15:30	Visit to Department of Control Technology	VAP team and Vaidotas Viliūnas Vidmantas Macerauskas, Head of the Department of Control Technology	Studentu str. 48
15:30 – 16:00	Kaunas Regional Distant Education Study Center	VAP team and Vaidotas Viliūnas Danguole Rutkauskiene, Director of KRDESC	Studentu str. 48 A
16:00 – 17:30	University from the student point of view	VAP team, Vilius Sekevičius, President of Student Union; Povilas Petrauskas, former President of Student Union; Katerina Samoilovic, Student Union Representative; 10-15 students from different Faculties of KTU	R 403
18:00 – 19:00	Team Debriefing meeting	VAP team	
19:30	Dinner	VAP team, Vilius Sekevičius, President of Student Union; Povilas Petrauskas, former President of Student Union; Katerina Samoilovic, Student Union Representative	Restaurant “Bajorkie mis”

Thursday, May 6

9:00 – 11:00	University financial management and fund raising	VAP team, Algimantas Navickas, Vice-Rector of Administration; Vilma Griniuvienė, Director of Finance; Neringa Štrimaitienė, Head of Bookkeeping Office; Violeta Kaunelienė, Head of Innovation and Information Office; Vaidotas Viliūnas, Head of International Office	R 403
	Coffee break		
11:30 – 12:30	Studies quality assurance	VAP team, Pranas Žiliukas, Director of Academic Affairs; Daiva Dumčiuvienė, Deputy Director of Academic Affairs; Vytautas Janilionis, Dean of the Faculty of Fundamental Sciences; Arvydas Barila, Director of the Information Systems Office	R 403
12:30 – 13:30	Lunch	VAP team	University Canteen
13:30 – 14:30	Preparation of the Report	VAP team	
14:30 – 15:30	Presentation of the Oral Report to the Rector	VAP team, Ramutis Bansevičius, Rector; Rimvydas Žilinskas, Chairman of the Senate; Vytautas Ostaševičius, Vice-Rector for Research; Raimundas Šiaučiūnas, Vice-Rector for Studies; Algimantas Navickas, Vice-Rector of Administration; Vilma Griniuvienė, Director of Finance; Neringa Štrimaitienė, Head of Bookkeeping Office; Pranas Žiliukas, Director of Academic Affairs; Arūnas Lukoševičius, Director of the Institute of Biomedical Engineering; Aleksandras Targamadžė, Dean of the Faculty of Informatics; Arvydas Barila, Director of the Information Systems Office; Violeta Kaunelienė, Head of Innovation and Information Office; Kęstutis Kriščiūnas, Director of the Institute of Europe; Bronius Neverauskas, Dean of the Faculty of Economics and Management; Stepanas Galkinas, Director of Personnel; Alfonsas Grigonis, Chairman of the Competition and Certification Commission of the Senate; Viktorija Baršauskienė, Dean of the Faculty of Social Sciences; Daiva Dumčiuvienė, Deputy Director of Academic Affairs; Vytautas Janilionis, Dean of the Faculty of Fundamental Sciences; Kęstutis Pilkauskas, Director of International Studies Center; Sigitas Stanys, Dean of the Faculty of Design and Technologies; Povilas Petrauskas, former President of Student Union; Vilius Sekevičius, President of Student Union; Vaidotas Viliūnas, Head of International Office	R 402
19:30	Farewell Dinner	VAP team, Ramutis Bansevičius, Rector; Rimvydas Žilinskas, Chairman of the Senate; Vytautas Ostaševičius, Vice-Rector for Research; Raimundas Šiaučiūnas, Vice-Rector for Studies; Algimantas Navickas, Vice-Rector of Administration	Restaurant “Avilys”

Visiting Team:

Ossi V. LINDQVIST (Team Leader) was elected chairman of the Finnish Higher Education Evaluation Council from 2000 to 2003 and again for a second term from 2004 to 2007. He serves as professor at the Institute of Applied Biotechnology at the University of Kuopio, Finland. From 1990 to 1998, he served as rector of this University; he has also served as chairman of the Finnish University Rectors (1993 to 1997), member of the National Council for Science and Technology (1996 to 1999), and he is a lifetime foreign member of the Royal Swedish Academy of Agriculture and Forestry. He was professor at the University of Dayton, Ohio, USA from 1970 to 1972. Dr. Lindqvist holds a Ph.D. from the University of Turku. He is an alumnus of several Universities Project symposia, and has participated in consultant visits by Visiting Advisors Program teams to Central and East Europe and the Russian Federation.



Hans DE WIT is senior advisor international at the University of Amsterdam, the Netherlands, and senior policy advisor for the T.M.C. Asser Institute for international Public and Private Law in the Hague. He is editor of the Journal of Studies in International Education (SAGE), and has written several books and articles on international education. In May 2002, he was awarded the Marita Houlihan Award by NAFSA: Association for International Educators, in recognition of distinguished and continuous service in the field of international education and exchange. He has served as vice president for international affairs at the University of Amsterdam. Dr. de Wit is a founding member and former president of the European Association for International Education; he is currently vice chair of the Board of Trustees of World Education Services, New York, USA; and is a member of the board of directors of the Council on International Educational Exchange, New York. He is a consultant for the OECD and the World Bank, and external evaluator of the VAP. He holds a Ph.D. from the Faculty of Humanities from the University of Amsterdam.



Alice (Tish) EMERSON is president emerita of Wheaton College, Norton, Massachusetts. A career academic, Dr. Emerson taught social studies at Newton High School, was a lecturer in political science at Bryn Mawr College, Pennsylvania, and served as dean of students at the University of Pennsylvania, Philadelphia. She joined The Andrew W. Mellon Foundation in 1992, working with the liberal arts colleges program, retiring in 2002. Dr. Emerson has served on a number of corporate and non-profit boards and is currently active with the World Resources Institute, the MGH Institute of Health Professions, the Nantucket Historical Association, the AES Corporation, the National Center for Adult Literacy, and two family foundations. A native of Philadelphia, Dr. Emerson earned an A.B. from Vassar College, Poughkeepsie, New York and a Ph.D. from Bryn Mawr College. She is an alumna of Universities Project symposia and is a board member and Senior Fellow of the Salzburg Seminar.



Evgeny KNYAZEY is the head of the Department of Economic Cybernetics and of the laboratory for modeling the institutional subjects and processes at Kazan State University, Russian Federation. During his career, Dr. Knyazev has served as an expert for the National Training Foundation, Russia; Tempus Selection Committee, ETF; and the Open Institute, Russia. He is a member of the editorial board for the journal “University management: practice and analysis” (Yekaterinburg, Russia). Since 1996, he has actively participated in the Universities Project of the Salzburg Seminar. Dr. Knyazev has authored numerous publications on strategic management in education, international cooperation in Russian higher education, and mathematical methods in operational research. He holds the degree of candidate of science (PhD) in mathematics and physics from Kazan State University.



Anna GLASS is the coordinator for Central and Eastern Europe, Visiting Advisors Program, Universities Project. She began working at the Salzburg Seminar as a program assistant in 1999 and joined the Universities Project in 2000. Originally from Maine, Ms. Glass has lived in Switzerland and France during the course of her studies. She is a graduate of Middlebury College, Vermont, where she studied French, German, and English literature.



THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR

Universities throughout the world are undergoing systemic changes in their governance, academic design, structure, and mission. From 1998 to 2003, the Salzburg Seminar's Universities Project focused on higher education reform in Central and East Europe, Russia, and the Newly Independent States as universities in these regions redefined their relationships with governments and try to become more integrated into the global intellectual community.

The Universities Project was 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 focused 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 aimed 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 the Program in June 2004, seventy visits had been conducted at universities in Central and East Europe and in Russia. The addition of the Visiting Advisors Program brought to the Universities Project an applied aspect and served to enhance institutional and personal relationships begun in Salzburg.

The Salzburg Seminar acknowledges with gratitude the William and Flora Hewlett Foundation and the W.K. Kellogg Foundation, which provided funding for the Universities Project and the Visiting Advisors Program respectively.

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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