



Agricultural Universities in SE Europe

Zagreb, October 2007

Prof. Dr. Hans-Peter Liebig



**Competition of Agricultural
Universities (in Europe),
Experiences of Hohenheim, and
Challenges for the Agricultural
Universities in the South East**



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- **Global Domestic Policy**
- **The University's Market**
- **The University – Institution vs. Business**
 - **University Autonomy**
 - **Management and Tools**
 - **Governance, Profiling, Structure and Development in Hohenheim**
- **Beyond Bologna**



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Global Domestic Policy

Today the worldwide mainstream is internationalisation/globalisation instead of protection of local markets – there is no way out of globalisation. Reasons and driving forces for this movement are manifold:

- the world population is increasing, the globe is still the same
- traffic has been developed rapidly in the recent decades (products as well as persons)
- exchange of information has been growing extremely, new information technologies cross borderlines (satellite TV, Internet)
- industry and (their) economy is growing and benefits from greater and expanding markets

The universities are a part of the overall system and by that they are part of what we may call global domestic policy.



Global Domestic Policy

- Universities are part of the overall system of global domestic policy. So they have to act locally and will be elements of globalisation.
- Universities are asked more and more to set up internal policies to steer their future development towards a recognized status in the global network of institutions of knowledge.
- To face globalisation in this ways requires a positive attitude towards competition
- In this worldwide competition is the local position an excellent factor. Therefore faculties or universities have to develop a strong local presence and have to use this grounding as a kind of capital when positioning themselves in the global networks.
- **Worldwide competition and autonomy of universities are two sides of the coin. Each university has to decide on its special position.**



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Global Domestic Policy - The Bologna Declaration

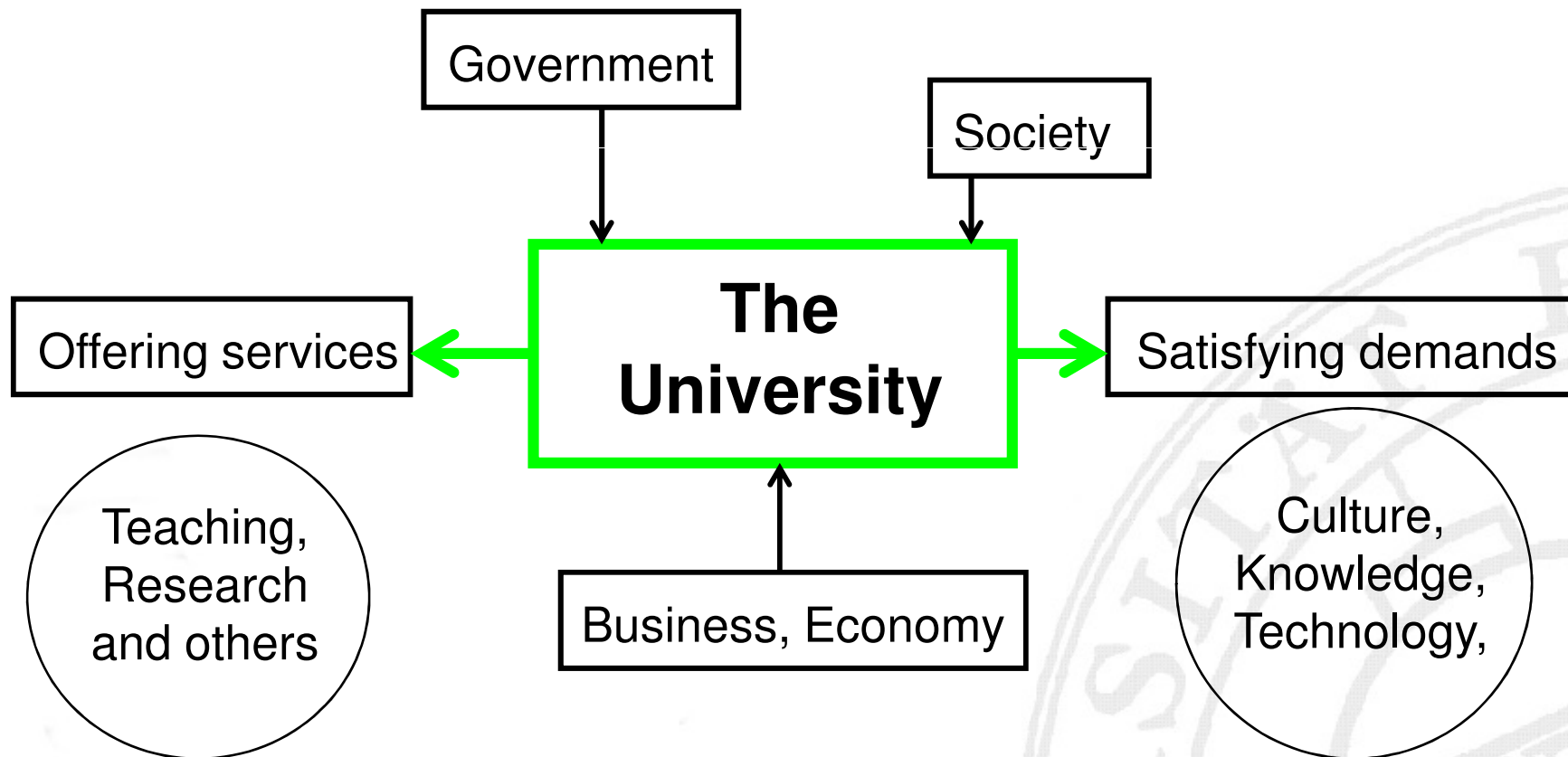
The goal is to create a European space for higher education in order to enhance the employability and mobility of citizens and to increase the international competitiveness of European higher education.

Objectives:

- The adoption of a common framework of readable and comparable degrees
- The introduction of undergraduate and postgraduate levels in all countries, with first degrees no shorter than 3 years and relevant to the labour market.
- ECTS system and covering lifelong learning.
- A European dimension in quality assurance with comparable standards.
- The elimination of remaining obstacles to the free mobility of students, trainees, graduates, teachers, researchers and higher education administrators.



The University's Market





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The University's Market

The Position on the Market must be analyzed !!! (status quo)

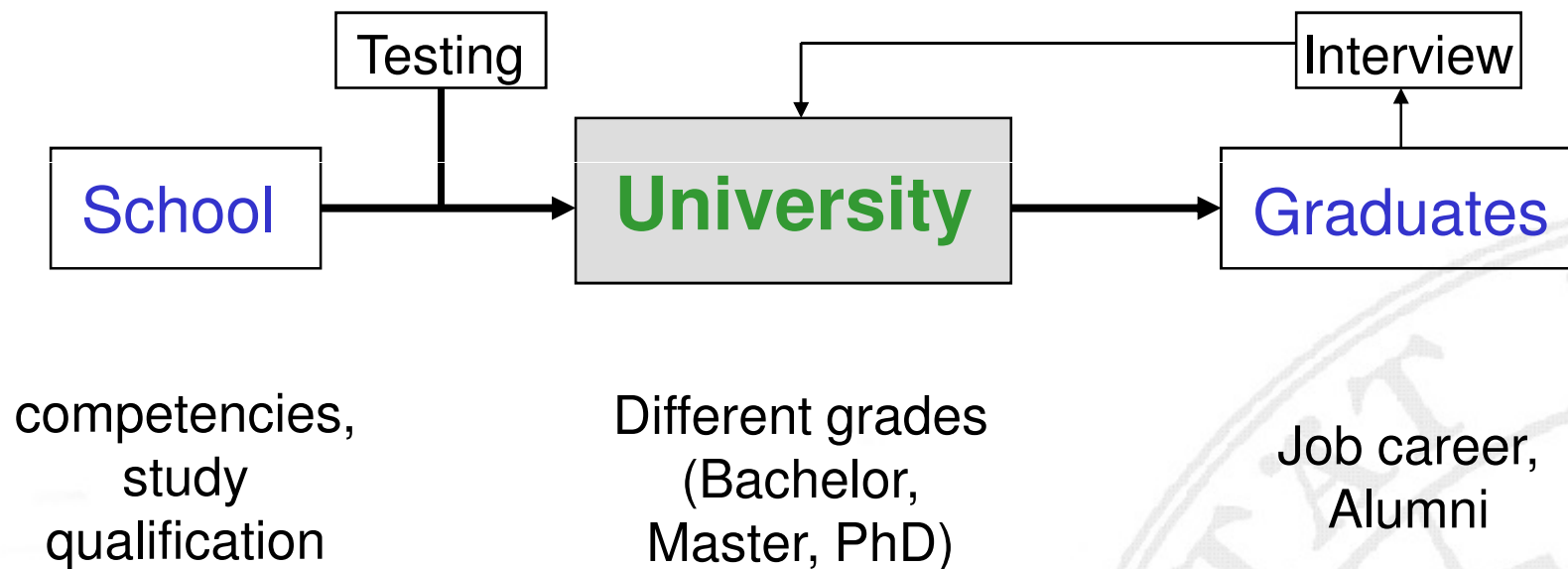
- What is the Market the University is coming from?
- What is the Market the University is responsible for?
- What is the current Market position of the University?
- On which Market the University wants to be active?
- What are the Market-Segments the University is excellent?
- What are the frameworks (legally, financial, others)?
- Who are the competitors?

The Future Position must be determined !!! (ex ante)



The University's Market - Education

The Path of Education



Select and educate students in accordance with their individual talents, attitudes and qualifications



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The University's Market - Research

Analyze Market Position of Research Activities (status quo)

Further Development of Science (value-free)

- Using research-orientated teaching
- Doing research in order to help solving problems of the state, the society and the business (third party money from different organisations, firms, private persons etc.)
- Using results from research in order to enable and promote establish start up's or assist technology transfer

The future Position must be determined !!! (ex ante)



The University – Institution vs. Business

Business:

- Offering Products and/or Services (portfolio) on a Market
- Business is profit-orientated
- Innovation is used but not created

University:

- Offering Teaching, Research and Service
- Research and Teaching are strongly connected (Humboldt's ideal)
- Perspective is Science, Innovation is aimed at
- Members of the University act as common team



The University – Institution vs. Business

University Autonomy is prerequisite to work on the market position

- **Scientists** must have freedom in research and teaching. The driving force is creativity.

Citations from a speech of President Köhler:

- „creative ideas are new, surprising and valuable“ (Philosopher Margaret Boden from England)

Prerequisites for creativity are:

- Education to use appropriate methodology in research
- Freedom for Science
- Competition of ideas (exchange under fair conditions)

The chance to create new ideas needs education and spirit rather than is the result of pure luck (after Louis Pasteur)



The University – Institution vs. Business

University Autonomy needs special Management (self responsibility)

Governing:

- Appropriate Legislation (determining targets and way of operation)
- Executive Board, Supervisory Board and academic Senate
- Define Internal Structure and Rules (structure follows goals)

Financing:

- grants of the state (performance contracts, special contracts - targets)
- tuition fee of students
- third party money
- private money from individuals or business



The University – Institution vs. Business

Steering Competencies of University Executive Board and Faculty

- University Executive Board is responsible for strategic planning and allocation of resources (minimum for each professor and institute)
- Faculty is responsible for operational tasks and takes part in the allocation of resources (due to indicators of efficiency)

Management Tools:

- Market Analysis including questionnaires of students and alumni
- Quality Assurance Systems (from self report to peer review)
- SWOT Analysis (strengths, weaknesses, opportunities, threats)
- Balanced Score Card
- Controlling and other methods



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The University – Institution vs. Business

Legislation Governing Higher Education in Baden-Württemberg (part 1)

Main features:

- Reduced influence of the Ministry of Science
- Counselling and supervision by the Governing Board (internal and external members)
- The Executive Board (Rectorate with 2 full-time and 3 part-time members)
- The Senate is the main academic committee
- Details of the regulations are state laws (main principles) and the Fundamental Order of the University (internal principles)



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The University – Institution vs. Business

Legislation Governing Higher Education in Baden-Württemberg (part 2)

Appointment of the Governing Board:

- Implementation of the Selection Board (3 members of the current Governing Board, 2 members of the Senate, 1 member of the Ministry of Science with 2 votes)
- Approval of the list by the Senate and the Ministry of Science
- Appointment of the members by the Minister of Science



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The University – Institution vs. Business

Legislation Governing Higher Education in Baden-Württemberg (part 3)

Appointment of the Executive Board:

- Implementation of the Selection Board (Chairman of the Governing Board, 2 members of the Governing Board, 3 members of the Senate)
- Public call for the full-time members (Rector and Head of Administration)
- Election by the Governing Board (clearance with the Ministry of Science, acknowledgement through the Senate)
- Appointment by the Prime Minister of the state of Baden-Württemberg
- Election of the 3 part-time members (Vice-Rectors) by the Senate and acknowledgement through the Governing Board



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The University – Institution vs. Business

Plan of Structure and Development of the University of Hohenheim (part 1)

Mission according to the University Law:

- Planning is necessary for five year periods (Third plan since implemented)
- Planning areas are:
 - Profile (fields of specialisation in teaching and research)
 - organisation of academic fields and service units
 - planning of staff, buildings, equipment and maintenance
 - financing (budget plans)
- equal status of man and women



The University – Institution vs. Business

Plan of Structure and Development of the University of Hohenheim (part 2)

Contents of the Plan(1):

1. Introduction (general remarks including the historic dimension/the roots of the University)
2. Mission Statement (fields of excellence in teaching and research, interdisciplinary approach, networking, support of staff)
3. Analysis of the outcomes of the preceding Plan of Structure and Development
 - objectives and results
 - impacts of expected and unexpected developments (state law, business, society)



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The University – Institution vs. Business

Plan of Structure and Development of the University of Hohenheim (part 2)

Contents of the Plan(2):

4. State of the University in 2006

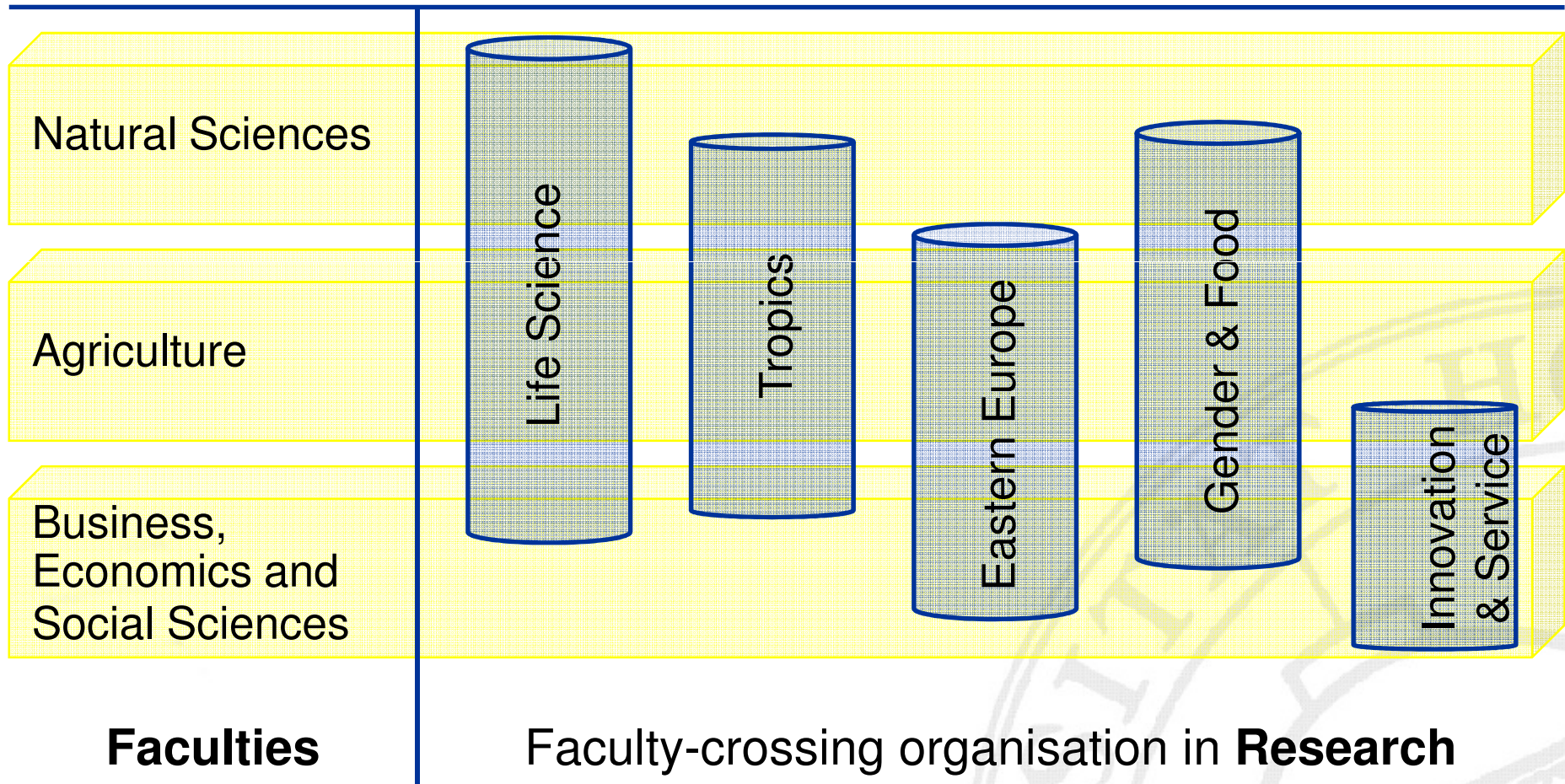
- Organisation
- Ressource status (staff, buildings, budget)
- Performance (teaching, research, service)
- gender status

5. Development of the Faculties

Profile of the Faculty, SWOT-Analysis, Objectives for the next period



2-dimensional support of Teaching & Research





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The University – Institution vs. Business

Plan of Structure and Development of the University of Hohenheim (part 2)

Contents of the Plan(3):

6. Development of Research Centers and State Research Stations
 - Introduction and Mission
 - Main activities in research and teaching
 - Future activities
7. Definition and concepts for future development of the University
 - Impact of state policy
 - Internal Evaluation (Faculties, Research and Service Units)
 - External Evaluation (e.g. German Research Council – Agriculture)



The University – Institution vs. Business

Plan of Structure and Development of the University of Hohenheim (part 2)

Contents of the Plan(4):

7. Definition and concepts for future development of the University cont.
 - Definition of goals
 - Teaching Profile (Study Courses, Graduate Schools, Quality Assurance, Networking)
 - Research Profile (Food Chain Concept, Crops for raw material and energy production, Innovation and Service, Biological Signals)
 - Profile of Service Units (Students, Research, Marketing, Library, Computing Center, Language Center)
 - Concepts for Life Long Learning



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The University – Institution vs. Business

Plan of Structure and Development of the University of Hohenheim (part 2)

Contents of the Plan(5):

8. Actions

- Development and Management of Organisation, Staff and Buildings
- Gender Mainstreaming
- Budgeting (basic financing, pools for special financing, investment)
- Development of the Faculties
- Special contracts between University and Faculty



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Beyond Bologna (1)

The Magna Charta Observatory aims to gather information, express opinions and prepare documents relating to the respect for, and protection of, the fundamental university values and rights laid down in the Magna Charta Universitatum

Signed by 388 Rectors of European Universities in Bologna/Italy on September 18, 1988

- The undersigned Rectors consider that at the approaching end of this millenium the future of mankind depends largely on cultural, scientific and echnical development and that this is built up in centres of culture, knowledge and research as represented by true universities



Beyond Bologna (2)

The Rectors define the fundamental principles:

- The university is an autonomous institution at the heart of societies differently organized because of geography and historical heritage; it produces, examines, appraises and hands down culture by research and teaching. To meet the needs of the world around it, its research and teaching must be morally and intellectually free of all political authority and economic power.
- A university is the trustee of the European humanist tradition; its constant care is to attain universal knowledge to fulfill its vocation; it transcends geographical and political frontiers, and affirms the vital need for different cultures to know and influence each other.



Beyond Bologna (3)

Rooted in the European past the Magna Charta incorporates a vision of a future university:

- What does it mean nowadays to be well educated through sciences? Does it mean more than to study a special subject in combination with a foreign language?
- Which role do the universities play and what kind of duty do they have in the process of the making of civil societies in order to avoid in future political disasters in the middle of Europe like the Balkan war?
- To what extend do the students need to be educated in historical, political and cultural implications of the European project in addition to their special subjects ?



Beyond Bologna (4)

The Charta invites us to ask in which way the state and its authorities have to be partners of the universities and exerting responsibility for them.

- Governments must empower universities and strengthen their essential autonomy by providing stable legal and funding environments.
- Governments must tackle the current obstacles to mobility of scientists and students.
- Governments must remove legal obstacles to the awarding and recognition of joint degrees.



Beyond Bologna (5)

The Charta explains us the relationship between academic freedom and the institutional autonomy.

In the tension between state and society the autonomy of a university can be successfully realized only when it is accompanied by an academic culture.

In the tradition of the European enlightments and in view to the situation of the Balkan universities academic culture implies:

- The authority of science as an actor in civil society
- The moral integrity of the university members
- The acceptance of the rights of different status groups: Students are key partners within the academic community
- Open, free and democratic relations between university members