

INTEGRATION OF EUROPEAN HIGHER EDUCATION SYSTEMS: AN AMERICAN PERSPECTIVE

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The United States is a large country with five time zones, over 300 million people—a country that is as diverse as any country can be. Anyone who is familiar with the US will know that it is impossible to get unanimity among Americans on any subject. Hence, it is unlikely that anyone can speak accurately on a unanimous American perspective on the integration of European Higher Education systems. What we would likely have is a multiplicity of opinions, some protagonists, some antagonists, and yet many more completely indifferent to or unaware of efforts to integrate European higher education systems. Given this, what is presented here is a perspective, one out of many, but it can be seen as validly American because it reflects the interest of the United States with regard to competition for students and research talents as well as worldwide recognition of the US as the home for the bastions of knowledge.

The goal of this paper is to provide a few comments on the integration of European Higher Education Systems and examine the implications of an integrated European Higher Education for the United States. Also a few attributes of American universities that can serve as principles for institutional management are discussed.

At this juncture, it is appropriate to pause and convey my university's congratulatory message to President Benone Pusca, the trustees of Danubius University, the hardworking faculty and staff, students, and all the supporters of the university. It is my delight to be present for your anniversary and to witness this historic event. My special gratitude goes to Dr. Ana Popa who has been exploring ways to connect her university with Kent State University. Kent State University is the second largest university in Ohio with 8 campus network. Kent State is a research institution with specific strengths in liquid crystal, financial engineering, anthropology, fashion, and communications to mention but a few. Due to the efforts of Dr. Popa, we are excited to witness the establishment of a relationship between Kent State University and Danubius University and I look forward to many outcomes and accomplishments to come. I believe the relationship will be productive, active, and exciting.

The Integration of Europe

The idea of an integrated Europe where citizens would move freely across national borders has been floated around for almost 100 years. An unintended result of the two World Wars was a questioning of the aggressive nationalisms within European countries that gave birth to and fueled these wars. In 1923, Richard Doudenhove-Kalergi, the founder of the Paneuropean movement, observed that

Europe as a political concept does not exist. This part of the world includes nations and states installed in the chaos, in a barrel of gunpowder of international conflicts, in a field of future conflicts. This is the European Question: the mutual hate of the Europeans that poisons the atmosphere. (...) The European Question will only be solved by means of the union of Europe's nations. (...) The biggest obstacle to the accomplishment of the United States of Europe is the one thousand years old rivalry between the two most populated nations of Pan-Europe: Germany and France...<http://www.historiasiglo20.org/europe/antecedentes.htm>

However, in the speech presented to the League of Nations General Assembly in Geneva, Switzerland on September 5, 1929, the French Prime Minister, Aristide Briand, shocked the world by proposing a federal bond of European nations. He recommended that “these nations should, at any moment, have the possibility of establishing contact, of discussing their interests, of adopting common resolutions, of creating amongst themselves a bond of solidarity that allows them, on suitable occasions, to face up to serious circumstances, in case they arise.”

<http://www.historiasiglo20.org/europe/antecedentes.htm>

Although Aristide's vision was interrupted by the depression of the 1930's and fractured by World War II (1939-1945), the post World War era led to a deeper introspection with regard to European vulnerability. Winston Churchill, in his speech at Zurich University, September 19, 1946, defined a “sovereign remedy” to European vulnerability: “it is to recreate the European Family, or as

much of it as we can, and to provide it with a structure under which it can dwell in peace, in safety and in freedom. We must build a kind of United States of Europe.”

<http://www.historiasiglo20.org/europe/antecedentes2.htm>

History has it that the United States never stood against the idea of a united Europe. To the contrary, the United States actively supported a united, free trade zone of Europe. It also actively supported a united, democratic Europe. The belief in free trade, in open competition, and in the notion that democratic countries do not attack each other is behind the US support of the idea of a united Europe. A shift in national perspective occurred during the Cold War when the United States saw Western Europe as a counterforce to the Soviet domination of Eastern Europe. When the Berlin wall came down, this division came down with it and when the Soviet Union collapsed, the idea of a united Europe rose like never before. Today, we have virtually all the major countries of Europe in the Union.

The Socrates and Erasmus

The European Union established SOCRATES as a strategic program to integrate education services across Europe.

Socrates is Europe’s education program and involves around 30 European countries. Its main objective is precisely to build up a Europe of knowledge and thus provide a better response to the major challenges of this new century: to promote lifelong learning, encourage access to education for everybody, and help people acquire recognized qualifications and skills. In more specific terms, Socrates seeks to promote language learning, and to encourage mobility and innovation. <http://ec.europa.eu/education/programmes/socrates/shorten.pdf>

As you are aware, Socrates consists of eight components:

Comenius: school education

Erasmus: higher education

Grundtvig: adult education and other education pathways

Lingua: learning European languages

Minerva: information and communication technologies (ICT) in education

Observation and innovation of education systems and policies

Joint actions with other European programs

Supplementary Measures

Erasmus describes the European community plans and aspirations for higher education. The program “seeks to enhance the quality and reinforce the European dimension of higher education by encouraging transnational cooperation between universities, boosting European mobility and improving the transparency and full academic recognition of studies and qualifications throughout the Union.” http://ec.europa.eu/education/programmes/llp/erasmus/erasmus_en.html

Activities to be covered by Erasmus include:

- student and teacher exchanges
- joint development of study programs (Curriculum Development)
- international intensive programs
- thematic networks between departments and faculties across Europe
- Language courses (EILC)
- European credit transfer system (ECTS)

As of the time of writing, 2199 higher education institutions in 31 countries are participating in ERASMUS. Over a million students are said to have benefited from an ERASMUS http://ec.europa.eu/education/programmes/llp/erasmus/erasmus_en.html

The Reality of the 21st Century Higher Education Environment

The wisdom of integrated European higher education systems can only be appreciated in a solid understanding of the 21st Century higher education environment. This is an environment that is characterized by globalization, intense competition, rapid obsolescence of knowledge, and borderless societies.

As observed by Professor Roger King

despite persisting national educational policy variety, however, there is evidence that globalization tends to increase international and supranational convergence on higher education policies by governments, and also on forms of regulation. The forces affecting higher education around the world are often strikingly similar—expanding enrollments, less

public funding (per student), lifetime learning, and more private investment—and may be regarded as constituting global phenomena.

<http://www.acu.ac.uk/yearbook/may2003/kingfull.pdf>

Some have described globalization as the ‘terrible nearness of everything once far.’ The impact of globalization is now being felt and one thing is certain, it will no longer be business as usual for higher education.

One reason for that is the increasing intensity of competition among higher education institutions. It is noteworthy that the demand for higher education continues to rise far beyond the space available at higher education institutions. Yet, competition continues to intensify. This is so because the quality of higher education institutions depends on the quality of the students and faculty that they have. While there is no shortage of people wanting higher education, there is certainly limited supply of people with exceptional talents and intellectual gifts. Institutions compete for these talents given and the more options these talents have, the more intense the competition for them. Globalization has created a global market for talents in higher education.

The 21st century is characterized among other things, by information and knowledge explosion. The degree at which knowledge is created and knowledge becomes obsolete is unprecedented. Gone are the days when a university library has all that a student needs to write a simple term paper. Today, at Kent State University, our students have the capability to access information as far as China, Europe, Australia, and Romania to complete one essay. In their book entitled “The New Production of Knowledge,” Michael Gibbons, Camille Limoges, Helga Nowotny, Simon Schartzman, Peter Scott, and Martin Trow observed that

as we approach the end of the twentieth century, the ways in which knowledge—scientific, social, and cultural—is produced are undergoing fundamental changes.... These changes [have marked] the transition from established institutions, disciplines, practices, and policies to a new mode of knowledge production. Identifying such elements as reflexivity, transdisciplinarity, and heterogeneity, within this new mode.

<http://www.sagepub.com/booksProdDesc.nav?prodId=Book204307>

All these changes are taking place within an increasingly borderless environment. The historical and traditional nation state is becoming a virtual state with porous geographic borders. Technology has made it possible for us to form instant communities that are not constrained by geographical borders. With the 21st century technologies, human beings collectively have become virtually omnipresent and interconnected. Paraphrasing Vaclav Havel, Allan Goodman (1999) noted that “we live in an era in which everything is possible and nothing is certain. The future is also happening faster than any of us can imagine.” <http://www.iie.org/PDFs/Publications/report29.pdf>

Implications for American Universities

So what are the implications of these changes for American universities and for an integrated European higher education? To respond to these questions, let us examine a few interests of American universities in a rapidly changing world.

The Interests of American Universities in a Global Society

On the one hand, American universities are responsible for changes in technology, science, medicine and so on and on the other hand, these institutions are being shaped by these changes. Therefore, the concerns and interests of American universities transcend the possible impact of the integrated European higher education systems. A few of these interests are discussed in this paper.

1. Leading Producer of Nobel Prize Winners

As shown on Table 1, the United States is the leading producer of world Nobel Prize winners. Currently, the United States has produced 270 Nobel Prize Winners as compared to the second highest, the United Kingdom, with 101. Admittedly, while the position of the United States as the lead producer of Nobel Prize winners is a noble achievement, when all European countries are put together, their total is more than that of the United States. Also, when the number of Nobel Prize winners is divided by either the number of universities or faculty members, the United States loses its number one position.

Will an integrated European higher education system become a serious challenge to the United States’ position as the world leading producer of Nobel Prize winners? Possibly. Although, we should note that the United States’ system is inherently competitive and oriented for innovation and

creativity. American universities already operate within one of the fiercest competitive environments imaginable. An integrated European higher education system that promotes and preserves intra-system competition among European universities can become a major threat to American universities as the leading producer of Nobel Prize winners.

Table 1: Countries with the Most Nobel Prize Winners

Rank	Country	Number of Laureates
1	United States	270
2	United Kingdom	101
3	Germany	76
4	France	49
5	Sweden	30
6	Switzerland	22
7	Netherlands	15
8	Russia	11
8	Italy	14
10	Denmark	13
11	Japan	12
12	Austria	11
13	Canada	10
14	Spain	6
14	Australia	6
16	Ireland	5
16	Israel	5
16	Poland	5
16	South Africa	5
16	Argentina	5
21	India	4

<http://www.aneke.com/index.html>

Table 2 provides information regarding universities with the most Noble Prize winners in the last 25 years. The leader of the pack is Stanford University with 11, followed by Harvard, MIT, and University of Chicago with 10 Noble Prize winners each. It should be noted that out of the 10 top university producers of Nobel Prize winners, 9 of them are American universities. It should also be noted that Stanford is a private institution and a relatively young institution—exactly 116 years old.

Table 2: Most Nobel Prize by University (Last 25 years only)

1. Stanford University (CA, USA) - 11
2. Harvard University (MA, USA) - 10
2. Mass. Institute of Technology (MA, USA) - 10
2. University of Chicago (IL, USA) - 10
5. Princeton University (NJ, USA) - 8
5. Max-Planck-Gesellschaft Munich (Germany) - 8
7. Cal Institute of Technology (CA, USA) - 5
7. UC Berkeley (CA, USA) - 5
7. Columbia University (NY, USA) - 5
7. University of Cambridge (UK) - 5
7. University of Washington (WA, USA) - 5

<http://www.physicsforums.com/archive/index.php/t-23452.html>

2. Maintaining the Largest Share of Global International Student Market

Another interest of American universities is ensuring that their share of the international student market remains strong. International students are a source for talents beyond one's geographical borders. Also, by bringing their cultures and world views to our campuses, international students provide a rich environment for domestic students to learn, grow, and broaden their own world views. So the question is, will an integrated European higher education erode the American universities' market share of international students. Probably. According to Table 3, there are estimated 2.5 million international students today out of which the United States has about 22 percent. Today, American universities remain the destination of choice for most prospective international

students. Again, the United Kingdom comes second with 12%. Of course, when European universities are seen as one system, their share of international students jumps to over 32%.

European universities offer to the world what American universities cannot offer. Those interested in French, Russian, Dutch, German, or Romanian languages are attracted to Europe. American universities are disadvantaged in terms of diversity of languages and traditions. Put together as a whole, the European universities will become a formidable challenge to American universities' efforts to compete in the global market for international students.

Table 3: Global Destinations for International Students at the Post-Secondary (Tertiary) Level, 2006

Top Host Destinations (estimated 2.5 million students)

United States	22%	
United Kingdom		12 %
Germany		10%
France		10%
Australia		7%
China	6%	
Japan	5%	
Canada		5%
All other countries		23%

<http://atlas.iienetwork.org/?p=48027>

3. Most Active in International Development

A university is a universal institution whose mission transcends the needs and priorities of its immediate environment. The mission of a university is as local as it is global. A university's mission addresses the urgent needs of today as well as the needs of a future yet to come. Consequently, American universities are deeply involved in international development activities. From a project to discover a vaccine against malaria in Africa to bringing people together to solve water issues around the Euphrates River, from efforts to bringing leaders of universities in the Black Sea countries together to focusing on quality assurance and accreditation, and working with Indian women on capacity building, American universities are involved in making a difference in the lives of men and women, children and adults across the globe.

International development provides not only opportunities for universities to make a difference through service, but a great opportunity to translate theories into reality. International development brings students together with their professors to focus on real life problems and thus, make student learning an active and rewarding experience. The question is, will integrated European higher education system serve as a challenge to American universities' interest and involvement in international development? Most likely not. Most of the funds for American universities' participation in international development activities are provided either by the US government or non-profit and philanthropic organizations within the United States. To the contrary, an integrated European higher education can become a more effective partner to American universities in addressing the world's needs and problems.

4. Most Extensive International Institutional Partnerships

To carry out its mission, almost every American university has partnerships with foreign universities. At Kent State University, for example, we have several dozens of memoranda of understanding with universities in Russia, United Kingdom, France, Germany, Turkey, Kenya, South Africa, Japan, China, India, and Romania, to mention but a few. Perhaps American universities have the most extensive international institutional partnerships in the world. Will an integrated European higher education prove a problem to this goal? Possibly. American universities may find it easier to collaborate with European universities because of the standardization and harmonization of European higher education systems. It would be easier for American universities to understand and interpret curricula and academic policies. Therefore, an integrated European higher education will more than likely benefit the United States.

5. Most Attractive to the Gifted and Talented

A university is a magnet for the gifted and talented. Human progress depends on attracting people with gifts and talents to the citadel of learning where they can discover themselves, develop their gifts and talents, and put them to use to benefit humanity. Hence, it is in the interest of American universities to continue to serve as the best magnet for the gifted and talented across the world.

Intellectuals and scholars belong to a global market. With the exception of language barriers, a physicist in a Russian university can feel very much at home in an American university. A biologist from a Romanian university can feel very much at home in an American university. Therefore, every university's role is to compete across its borders for these gifts and talents. Hence, we ask if the integrated European higher education will make it difficult for American universities to compete for these gifts and talents? The answer to this question is, it depends. If the integrated European higher education provides greater mobility for faculty to move from one part of Europe to another, if the integrated European higher education raises faculty remuneration and benefits especially comparable to what the United States offers, chances are that the European higher education will prove to be a formidable competitor to the United States. At the moment, Europe remains a major source for recruiting experts into the professoriate in the United States.

6. The Highest Returns on Investment

Ultimately, every student who takes time and resources to acquire a university education wonders either openly or intuitively about the returns on their investment. The more options placed before prospective international students, the more intense the competition for them, the greater the opportunity for international students to move from one system to another, the more likely that they will place greater emphasis on the returns on their investment. For example, what is the return on investment for a graduate or a baccalaureate degree in chemistry from an American university as opposed to from a European university? Obviously, the answer to this question would depend on the university attended. However, to the extent that an integrated system of higher education would raise standards and reputation of individual European university, to that extent would be the challenge to American universities.

7. The Highest Ranking Institutions Globally

American universities compete not only among themselves but against institutions across the globe. Kent State's competitor is not only University of Akron, Cleveland State University, or Youngstown State University located within an hour's drive. Kent State's competitors are all universities far and near. Recognizing this development, the University of Shanghai developed a scheme for ranking world universities.

As shown on Table 4, 17 out of 20 topmost universities in the world are located in the United States. Out of the top 20, only two are from Europe. The majority of the top 100, the top 200, the top 300, the top 400, and the top 500 universities in the world are located in the United States. According to *webometrics*, 71% of top 100 world universities are in the US. <http://www.webometrics.info/top4000.asp?offset=50>

The criteria for this ranking include the number of alumni winning Noble Prizes and Fields Medals, the number of faculty and staff winning Nobel awards, the number of highly cited researchers in 21 disciplines, and the number of articles indexed in Science Citation Index and Social Science Citation Index divided by the number of faculty of each institution.

Table 4: Ranking of World Universities

World Rank	Institution	Country
1	Harvard University	USA
2	University of Cambridge	Europe
3	Stanford University	USA
4	University of California Berkeley	USA
5	MIT	USA
6	California Inst. of Tech	USA
7	Columbia University	USA
8	Princeton University	USA
9	University of Chicago	USA
10	University of Oxford	Europe

11	Yale University	USA	
12	Cornell University		USA
13	Univ. of California – San Diego	USA	
14	Univ. of California – Los Angeles	USA	
15	University of Pennsylvania		USA
16	University of Wisconsin – Madison	USA	
17	University of Washington – Seattle	USA	
18	University of California – San Francisco	USA	
19	Johns Hopkins University	USA	
20	Tokyo University	Japan	

http://ed.sjtu.edu.cn/rank/2005/ARWU2005_Top100.htm

Will the integration of the European higher education change the status of American universities' world rankings? Not in the short term. In my previous publications, I have argued that criteria for ranking universities have serious financial implications. Wealthy institutions have the means to compete for talents that can quickly change their rankings. The financial arrangements for American universities are difficult to emulate in other parts of the world. The best universities in the US are private universities. The wealthiest institutions in the US are private universities. These universities are so rich that I had to challenge them in my article published in the *Chronicle of Higher Education* in June this year.

Most universities outside the United States are funded by their governments. There are many problems with government funding of higher education. Funding tends to be erratic, inadequate, political, and counter-productive to many of the criteria used for ranking universities. However, as many countries learn to provide an environment for their private universities to flourish and as these countries learn to use their taxation as an incentive for general public to give significant money to universities, institutions will rise to challenge American universities' rankings. This, however, is a very long term view.

The Principles for Institutional Transformation

It is important to pause and ask why so many world leading universities are located within the United States. Is it possible to generate principles for developing world leading universities and to what extent is an integrated European higher education oriented toward these principles? A few years ago, I was invited by the former Minister of Education of Moldova to present a keynote address at their first International Conference on Higher Education. At the conference, I tried to capture a few of the principles that I believe every university and every national system should consider.

The remaining part of this paper will focus on attributes that I believe have distinguished many of the American universities. The intention of this effort is to tease out some commitments or principles that can be emulated or adopted by other higher education systems and other universities.

a. The Principle of Excellence

Perhaps the most important principle that guides many American universities is the pursuit of excellence. Most American universities declare unambiguously their commitment to academic excellence, which in my opinion, implies a relentless critiquing of the status quo with respect to the stock and the transmission of knowledge as well as the state of humanity for the purpose of renewal and transformation of our civilization. A commitment to excellence is an untiring dedication to challenging the status quo irrespective of the sector. The end goal of the exercise is an expansion of what is known and a continuing transformation of society. A university that is committed to excellence must, in itself, be open to change and self-transformation. The university must be quick at challenging its own status quo in all aspects of the university operations.

b. The Principle of Academic Autonomy and Academic Freedom

To serve as an effective critique of the status quo of society and of our civilization, a university must be autonomous and free from the "corrupting" forces of society. These forces include government, religious organizations, business sectors and so on. These sectors have interests that may or may not always be in harmony with the interests of the university. The faculty body must enjoy academic freedom to pursue truth to whatever level and wherever the quest takes them. There must be no limit to the faculty's right to question any and every aspect of life. Students must be free to study whatsoever is of interest to them.

An example of academic autonomy and freedom was demonstrated a few weeks ago when President Ahmadinejad of Iran was invited to give a lecture at Columbia University in New York. Although, President George Bush disagrees with the University's invitation to President Ahmadinejad, he recognizes and respects the right of the University to provide the platform to the President of Iran.

The Principle of Accessibility

A distinguishing characteristic of American universities is the attempt to build a university system for everyone. Recognizing that the wealth of a nation is imbedded in its human resources and recognizing the need to invest in the development of these resources in order to maximize the benefits to society, the United States has one of the most elaborate programs to expand higher education access to every citizen. This is remarkably different from elitist higher education systems in many countries, where only a fraction of those with the highest scores are able to gain admissions. While the best and the brightest in the US can attend selective institutions, others can attend other non-selective institutions. The interest of American universities is to open up access to the disadvantaged, to those who are with disabilities, and to those who are financially challenged. The consequence of this operation is that the US has over 15 million students in higher education. Some are in community colleges that provide associate degrees to those without the credentials to attend universities and if they are able to prove their capabilities at the community college level, they can be admitted into universities to complete their baccalaureate degrees. Many are the American leaders who started their higher education from community college. Without the principle of accessibility, these talents would have been lost or underdeveloped at best.

The Principle of Diversity of Institutions

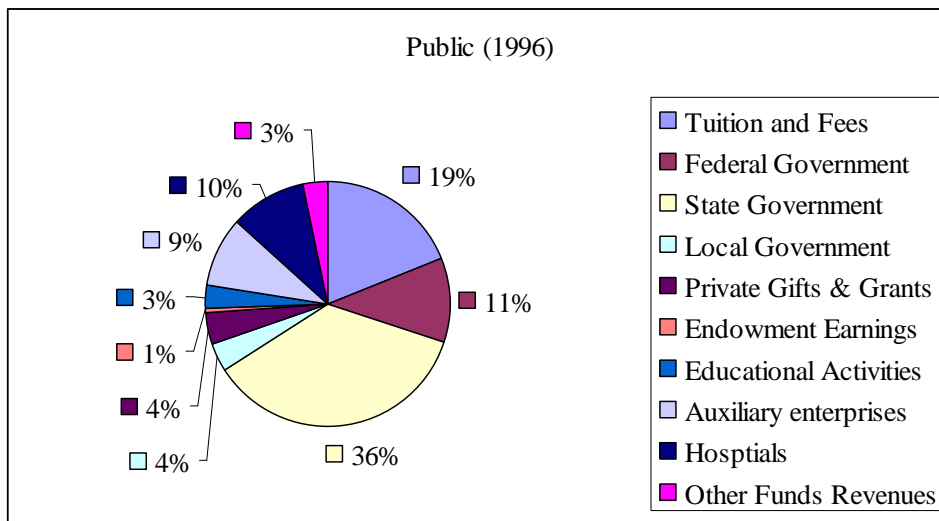
The best higher education system has diverse institutions. Arguably, the best universities in the United States are private universities. Private universities exist side by side with public universities and students can move from private to public and vice versa. There are specialized universities as well as comprehensive institutions. We have sectarian and nonsectarian universities. We have some small institutions with a few hundreds students and others with over 60,000 students. We have some that are residential and others that are commuter universities. Indeed, the diversity among American universities is unparalleled. The resultant effect of this is a system that is able to capture diverse talents at different stages of development. A great system of higher education ensures and preserves the diversity of its institutions.

The Principle of Strategic Funding

Most people are unaware that their higher education systems, the productivity of their universities, the rankings of their institutions among world universities are directly related to financial resources and the strategies for funding institutions. In an article entitled "The Cost of Excellence" published about two years ago, I demonstrated that criteria used in ranking institutions are strongly and positively associated with institution's financial wealth. It makes sense, therefore, for the wealthiest institutions in the US, Harvard, Stanford, Yale, etc, to be ranked the best in the world. Harvard alone has over \$25 billion in endowment! Indeed, first class universities require first class funding.

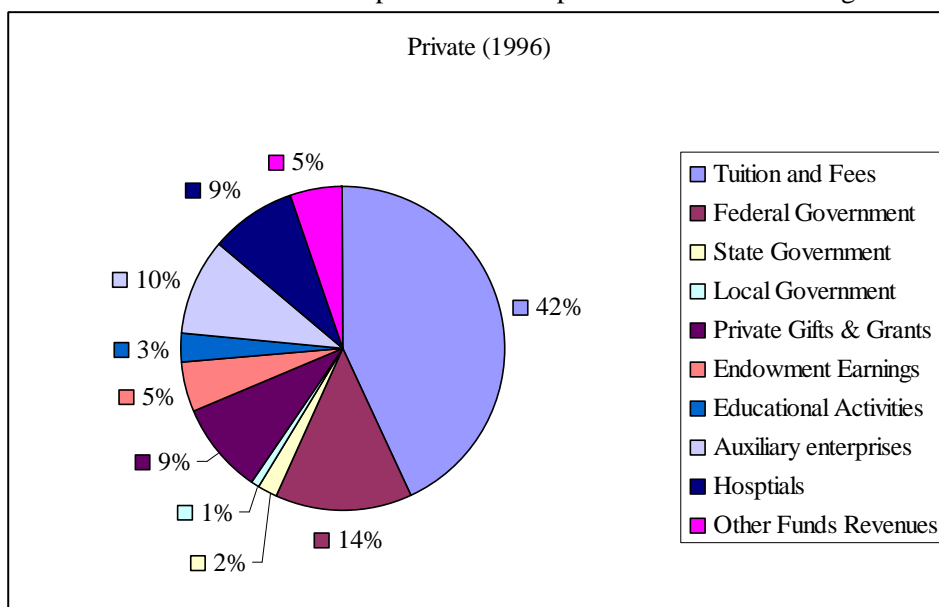
The best universities have multiple sources of funding. While in the private sector, tuition remains the primary source of funding, in the public sector, tuition and government subsidies are the primary sources of funding. There has been growth in other sources of funding such as entrepreneurial activities, fundraising, sales of intellectual properties, etc. Figure 1 (a & b) provides an illustration of sources of funding for American universities.

Figure 1 (a & b): Sources of Funding for the US Public and Private Higher Education



http://www.allcountries.org/uscensus/308_institutions_of_higher_education_finances.html

These figures illustrate the differences the private and the public sources of funding.



http://www.allcountries.org/uscensus/308_institutions_of_higher_education_finances.html

The Principle of Engagement

Once upon a time, the university was a citadel built on a “mountaintop,” towering over everything else, speaking a language no one understood, and accountable to no one. American universities have moved far from the ivory tower mentality. Recently, Carnegie Foundations adopted a new classification of American universities on the basis of their level of engagement. An engaged university is an institution that places its resources (intellectual as well as manpower) at the disposal of society. An engaged university prides itself through involvement in the real life problems of its community. An engaged university does not limit itself to theorizing about solutions, it does not limit itself to intellectual discourse of issues. An engaged university, as we say in the US, rolls up its sleeves and gets its hands dirty in cleaning up life mess.

Signifying the importance of engagement to American universities, hundreds of university presidents signed a Fourth of July Declaration on the Civic Responsibility of Higher Education, which reads

We believe that the challenge of the next millennium is the renewal of our own democratic life and reassertion of social stewardship. In celebrating the birth of our democracy, we can think of no nobler task than committing ourselves to helping catalyze and lead a national movement to reinvigorate the public purposes and civic mission of higher education. We believe that now and through the next century, our institutions must be vital agents and architects of a flourishing democracy. We urge all of higher education to join us.

<http://aaup.org/publications/Academe/2000/00ja/JA00Holl.htm>

The Task Force commissioned by the National Extension Committee on Organization and Policy prepared a statement for the Kellogg President's Commission on the Future of State and Land Grant Universities that states the following:

The engaged university enriches the student experience and changes the campus culture by creating a learning community. The engaged university enlarges opportunities for both faculty and students to access research, internship, and learning opportunities in organizations and communities.

The engaged university embraces the needs of diverse communities and creates a broader sense of identification with the values and capabilities of the academy. The engaged university, because of its community wide and institutionalized commitment to putting knowledge to work in the service of society, demonstrates the value of lifelong learning and builds a culture of lifelong learning, both within the academy and in the society as a whole.

<http://ag.arizona.edu/extension/about/perception/engaged/index.html>

Examples abound in the US of projects initiated by faculty and students to address real life problems: students organize to respond to disasters, students and faculty organize to respond to diseases, students undertake service as a form of learning. The essence of an engaged-university lies in turning society into a student's classroom and bringing theory closer to practice. Engaged universities make learning exciting and active, they create the joy that accompany the sense of making a difference in other people's lives.

The Principle of Strategic Management

Gone are the days when leaders of universities can afford to be ignorant of management strategies. Today's universities are complex multimillion dollar enterprises. In many cities across the United States, universities are the largest employers with hundreds of staff and faculty having economic impact of a small town, and in some cases, a big city. Managing these complex organizations require sophisticated financial strategies, effective human resource management, and intricate political skills.

To respond to the needs of modern universities, the United States has leadership development programs to prepare promising faculty members who aspire for academic administration. Examples of leadership development programs are the Harvard Institute of Management and the American Council on Education (ACE) Fellows programs. In the State of Ohio, I serve as a director of Ohio Academic Leadership Academy (OALA), a program established to prepare promising faculty and junior administrators for academic chair and deanship positions. See

<http://cms.kent.edu/academics/oala/Index.cfm>

In a global society, the higher education environment will become even more complex. Consequently, first class universities will be led by those who understand the academe as well as the business side of university operations. Future university leaders will be scholars who understand the need to learn more about university operations and to develop skills for their effective management. Future university leaders will not only be scholars, but they will be acadepreneurs—individuals who are savvy in running academic business enterprises.

Conclusion

It would be simplistic to conclude that the rising strength of the Euro compared to the US dollar is the resultant effect of an integrated Europe. Internal domestic policies of the United States have much to blame for the deteriorating strength of the US dollar. Be that as it may, I do not believe that the US should be afraid of an integrated Europe, certainly not in the higher education sector.

Currently, the United States higher education enjoys a comfortable lead on vital ranking indicators and an integrated European higher education will not automatically translate into advantage for European universities above American universities. There are principles that have guided American universities for a long time. If integrated European higher education results in greater adoption and application of these principles, chances are that they would become formidable competitors to American universities. These principles include pursuit of excellence, accessibility, strategic financing, strategic management and civic engagement. Even if and when European universities become formidable competitors, the likely loss of rankings that some American universities may experience would translate into benefit for an increasingly shrinking global society. Therefore, a borderless higher education environment and global higher education competition may be the most beneficial strategic move toward global academic excellence.