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In this issue:

The Bilingual University

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From the Editors

This issue of **Higher Education in Europe** explores the question of the bilingual university as it exists in the Europe Region as defined by UNESCO that includes North America, Turkey, and Israel in addition to Europe proper. In particular, it is publishing five case studies on selected universities that were presented at a UNESCO-CEPES "Invitational Seminar on the Bilingual University - Its Origins, Mission, and Functioning", held in Bucharest, Romania, on 16 and 17 March 2000. These case studies, indeed, the Seminar as a whole, are introduced by a detailed analytical report written by Lewis Purser of the Association of European Universities/CRE who served as the General Rapporteur of the Seminar.

The five case study articles deal, respectively, with the University of Freiburg in Switzerland; the University of Ottawa in Canada; the Free University of Bozen/Bolzano in Italy; the University of Puerto Rico, Puerto Rico; and the Åbo Akademi University in Turku, Finland. The authors are ranking academics in their respective institutions. Rüdi Imbach, Vice-Rector and Professor of Philosophy, and Michael Langner, Assistant Professor in charge of Bilingualism, prepared the study on the University of Freiburg. Jean-Michel Beillard, Vice-Rector for University Relations and Development, wrote the study on the University of Ottawa. Sandra Campisi, Director of the Language Center at the Free University of Bozen/Bolzano, presents the Free University of Bozen/Bolzano, stressing the role of bi- and trilingualism at her institution. The President of the University of Puerto Rico, Norman I. Maldonado, describes the bilingual and multi-campus institution that he heads. The final study, by Olle Ankar, Vice Rector of Åbo Akademi University, presents a somewhat different situation from that of the other studies. It concentrates on a monolingual institution in a bilingual city in Finland that, while operating in the minority language, Swedish, actively recruits students from the majority linguistic group in an officially bilingual country. It also evokes the role and place of Swedish and Finnish in other higher education institutions in Finland. These five studies are complemented by a short general report on multilingualism in education in Belarus by Irina Konchits, a representative of her country's Ministry of Education at the Seminar.

These cases all reflect what might be called "stable bilingualism" in European and North American linguistic contexts that have existed and have remained unchanged for many years. But the question is much broader. The Seminar was not able to cover two other types of situations, those, for instance, of monolingual countries like Bulgaria, Turkey, and Lebanon in which universities, sometimes major ones, exist, that operate completely in a foreign language, usually English, and with the full support of the respective governments. There is also the "unstable bilingualism" that characterizes many universities in developing countries that operate partially or wholly in the former colonial language (usually English or French). The use of the term, "unstable", designates situations in which local authorities have decreed that at some point in the future, indigenous languages will replace the colonial language. And although in many cases that date is being constantly postponed, for any number of reasons, more often than not, certain subjects in the humanities and the social sciences are rapidly indigenized linguistically while other subjects, especially those in the natural and the mathematical sciences, continue to be taught in the former colonial languages, with little opposition, but often with intellectually divisive results.

The information brought forward in this Seminar would seem to indicate that so far as geographic Europe is concerned, "stable bilingualism" is really characteristic of places where individuals and societies are strongly anchored and are confident in their own native languages and cultures. Such a secure starting point encourages increased openness to other groups and provides for much richer exchanges. However, ensuring that individuals and societies are well prepared for this exchange is not simply the responsibility of central and local government, but a central task of all schools and universities.

The role of educational institutions which use a variety of languages in their daily work is therefore of great interest. Little has been written about the specific nature of these institutions, the challenges they face, or their contribution to inter-cultural relations at local, regional, or international levels. The bilingual university is a particularly interesting institution, given its potential contribution to economic and social development across linguistic and cultural barriers through its basic mission of teaching and research.

Given the current speed of integration in Europe and the increasing convergence of national education systems following the "Bologna Declaration on the European Space for Higher Education" of June 1999, it may be expected that the role and importance of multilingual and multicultural institutions will increase. These institutions should be well placed to make the most of the proposed European space of higher education, where mobility, employability, and competitiveness will be actively encouraged. In such a context, the added value for the students of such institutions is clear, and it could be easily argued that the future of European society lies in such a model.

Thus the UNESCO-CEPES Seminar on the Bilingual University was an opportunity to pay closer attention to the *origins, mission, and functioning* of the bilingual university. Indeed, the subject merits further attention - to expand on these valuable results and to examine in greater detail some of the aspects which are so crucial to the success of the Twenty-first Century, not only in Europe, but worldwide: the need for ordinary citizens wherever they may be to live and to learn in a multicultural context. Even in the many places where the prevailing situation may be more monocultural than multicultural, the need for tolerance and respect of diversity is often just as great, if not greater.

The first article presented in the "Tribune" section of this issue of **Higher Education in Europe** deals with one of the main preoccupations of UNESCO-CEPES, that of the promotion of research on higher education. Andrzej Krazniewski and Jerzy Woznicki describe the formation of a new research institute on higher education policy under the aegis of the Conference of Rectors of Academic Schools in Poland (CRASP). The matter should be of interest to other institutions, centers, and individual scholars interested in the research-based development of higher education and science.

In the following article, Ruth Williams, of the United Kingdom, describes an evaluation made of a PHARE Multi-Country Programme in Distance Education that functioned in Central and Eastern Europe from 1994 to 1999. As distance learning programmes are generally expected to cross international and linguistic frontiers, the question of the language of course delivery takes on great importance.

Although the ways in which course programmes can be brought to the learner is a subject very much in vogue, the older approach, that of bringing the learner to the course programme, is equally valid. Thus, the third "Tribune" article, by Shlomo Romi and Nurith Levy of Israel

and Karlheinz Schneider of Germany, describes a student exchange programme in Social Work linking Beit-Berl College in Israel and *Fachhochschule* Wiesbaden in Germany. Here linguistic competence in the two host languages, German and Hebrew, and a third language, English, is of great importance but so also are questions of cultural sensitivity and, in the particular Israeli-German situation, the weight of history.

Finally, describing a situation of imposed change in a university in Northern Ireland, John Milliken and Gerry Colohan evoke the very crucial importance of trust among teachers and administrators.

We complete this issue of **Higher Education in Europe** with an ample book review section and thus bring to a close this twenty-fifth anniversary volume. The first issue of Volume 26 will take up the question of "Globalization: A New Paradigm for Higher Education Policy".