Introduction

- It is of prime concern that Universities and the other Higher Education Institutes (H.E.I.) have started trying to define themselves in the whole European context: Social, Economic, Cultural (1-6). Traditionally, they are considered as centres of Ethos and Excellence. They pull the Society. They don't lag behind. They are leaders.

One should admit that a University or University campus fosters a leading environment where culture, ethics, ethos, knowledge and the excellence are promoted, investigated, rewarded and communicated to the Society, in general.

These highly respected establishments of the society, were created to support the Culture and Tradition and to promote knowledge. They have forged through centuries regulations, laws, Academic ethos and develop links with the socio-economic environment cultivating the exchange processes to enable them to meet the societal needs and demand.

This prime role should never be neglected while the other Higher Educational Institutes were established later on as an answer for quicker responses to the application and use of Technological, Economic & Professional advancements and challenges within the socio-economic environment.

Therefore, a balance was established under the policy shown in Appendix I. According to this Universities tried to be more Professional while the other H.E.I. tend to be more Academic.

- However, the last decades many changes occur in the European environment, due to the completion of the Internal Market and the Treaty of Maastricht.

* H.E.I. = Higher Education Institutes
Priorities have changed, new interests and demands are expressed. European citizens have become more aware and demand for a Quality Life. They need continuous training throughout their life and demand open gates in the Universities. By the time they get more and more sensitive.
Especially, the new technologies have fostered the self-learning as a Life Long Learning process.

- On the other hand, competitiveness in various domains of Economy especially for the case of SMEs, needs an effective linkage between HEI, the SMEs & Market, in general (2,3,4).
  However, all these are not confined locally or regionally.
  Most of the social, cultural and economic activities bear a European profile, dimension and have a European impact.

- Universities and the other HEI within their autonomy should learn how to contribute to the development, in general, through a strategic planning.
  Their strategies should take into account these new parameters and facts.
  Universities, in this matter, must learn how to deal Europeanly (3,4,6) as this is necessary for their survival.

A : General Analysis on the new European platform for the Universities

1. We have realised, by all means, that the European Universities & the H.E.I. become more and more involved in European collaboration programmes for Education, Training, Development & Research and in other Community initiatives & projects.

2. They try to concretise their role in the new European context of continuous challenges.
   For this, they put priorities, make their commitment and formulate, at least the majority of them, according to these principles, a Development and Action Plan, making their policy clearer.

3. It is without doubt that there is no University or H.E.I. without a simple European component in their plans (5-11), evenly interwoven with the national components. Such a pattern could underpin a thorough Operational Plan where concepts, perspectives, activities etc., follow a vision which spans all over Europe.

4. Perhaps, one could argue that these additional actions lead to internal changes in the Management and Operation of Universities and H.E.I. (4,8,10).
   One would, also, expect that activities run previously, might take less priority under this new policy and its consequent changes.
   Universities and the other H.E.I. should therefore show characteristics of flexibility, determination and European commitment.

5. Taking all these into consideration, one realises that Quality Management into the European Higher Education bears in principle an impact to its structure and to the Decision Making Policy (4,6,7,8).
6. However, one can also argue, if the Universities’ budget has proportionally increased due to their involvement in Euro-dimensional activities. Both E.U. & National Authorities should fund such activities under the subsidiarity principle (9) caring for complementarity, superposition and concrete added values.

Without Strategic Planning one might reach the point to squeeze all Euro-activities into the University’s plans, trying just to be present in the European Floor, in Statistical Tables, Fora etc, without bothering so much about the reliability, responsibility, the real delivery and the Quality of the products, services, outcomes etc.

7. Among other things, one should also argue about the implementation and the impact of such Institutional involvement in Euro-activities and the Added Value which they bear (1-10).

8. In other words, are Universities & Higher Education Institutes ready to take initiatives and lead activities in Europe? Do they understand where they head for, what the merit of the European policy & component is?

Are, all, staff members ready, in communication skills, in language abilities and specialisation, to survive in the new European reality?

Are they adequate enough in numbers so that Universities and the other H.E.I. could undertake to play such an active role?

9. If, No, then we have to train such people. How, one should organise it effectively and how much the management of that whole operation would cost in effort, time, money?

Synergy, Complementarity and Quality Management are key concepts. A central question is always put by the debaters.

- Do Euro-Activities, Partnerships and Networks bring an extra merit to those involved?

- Yes, it is the prompt answer. The value becomes bigger if activities are well planned, co-ordinated and networked (9), while, on the other hand, the commitment of the "players" is a key factor, too.

10. Conclusively, one must admit that Strategic Management is a requirement to achieve what the Vision and Mission target to.

If, so, who pays for this, extra, Added Value? The answer is simple: In principle, those who are the beneficiaries, i.e.

**Universities (U), Students (ST), Authorities (AU), European Union (E.U.)**
U: because if not involved in Euro-wide activities in Education, Training, Research & Development, and in Euro-Services, they will get no information, no external feedback, external input etc. which are the vitalising factors due to the inherently built competitiveness.

Consequently, less prestige, less capacity to play an active European role, which, in turn, could increase effectivity (15) bringing directly and/or indirectly more funds to the University.

11. All these call us for synergy between U and the Socio-Economic environment forging the balance between OFFER and NEEDS (MARKET) in European Dimension.

12. The Internationalisation of studies, services & efforts by the Higher Education actors may be the other dimension in the University Policy, which may serve both, the policy that the University is a Centre of Ethos & Excellence and at the same time it serves Market needs and expectations (10,11,12).

ST: This policy expands their horizons and offers them richer opportunities for future success. It contributes to acquire skills and knowledge through other channels, new ways of approaching problems, to make contacts, to develop their language abilities and communication skills. These are important factors to become successful professionals within the European Market. This reality strengthens the future perspectives for Academic & Professional career and evolution (11). More chances for employment, especially, when one may prove, through certificates or the diploma supplement etc. the skills, knowledge and special experience acquired in another environment.

13. AU: National, Regional, Local Authorities.

This policy gives prestige to them. It increases the flow of persons, of activities and goods to the region, it encourages the development of spin offs, etc.

It gives perspectives for a faster development or development to new domains, especially where Universities are members in various partnerships, Consortia or Networks. Moreover, all these provide a mixing mechanism between citizens, Institutions and other bodies, where good pick-ups are dominant factors for positive changes or balances in the Society, while brainstorming sessions in such mixed groups are usually very productive.
That contributes to a more effective Social Management in various sectors.

It Makes Universities and Region known outside the frontiers. This, in turn, brings funds directly and/or indirectly through joint ventures, too.

14. EU: To maximise the positive effect for coherence and development in the whole E.U. region, the involvement in Euro-activities should be under the principles of Strategic Planning. Human Resources Management & Development should be a central policy too. Through the diffuse of persons, ideas and potential across Europe, encouraged and supported by EU programmes, the capacity of all stakeholders is increased.

- Through the existing diversity, where weak points are remedied and strong points get eminent, Societies maintain their peaks i.e. their characteristics and their role. They serve the Human improvement through competition, exchange of experience, diffusivity & transferability of experience, actions, results and mobility.
- With all these, coherence is fostered
- Productivity is enhanced and Europeanised
- Interaction between member states (m.s.) and the coupling between their various Institutions e.g. m.s (i) * m.s (j) * . . .
  a. produces a fertile environment where innovations are enhanced and promoted
  b. a boost to the micro-Societies through the exchange of ideas, the transfer of actions and the engagement in joint ventures.

Therefore, all stakeholders are benefited.

B : EU, U, E, ST Configuration

The pyramid below shows the general scheme which provides interaction through various activities, either arrangements, networking or financial support, in order to achieve the maximum CREDIBILITY between the various factors: U, E, ST, Authorities (12)
In the scheme above, the **Quality** concept, if properly and sufficiently introduced and adopted in the University life, could result in the satisfaction of the expectations of the students and the other "clients" towards University and Market - Economy and vice-versa. (10,13)

It could, also, result to multiply effects which equivalently mean more funds.

**C : Potential Funding patterns**

Direct funds

1. ESF *---E ----> U or ST

2. ESF

→ U or Consortia, UETPs (AUEFs)

→ ST
3. EU ---> U (support from various DGs, programmes, calls for tenders.......)

4. AU ---> U

5. a. AU ---> ST (individual grants)
    b. AU ---> E ---> U or ST

6. E ---> U

7. E ---> ST

U ---> U, due to services offered
(ST) ---> ST, where (ST) denotes Student Union or ST group(s) which organise activities that bring funds to U & ST.

8. Others ---> U and/or ST
    like Unions, Associations, bodies etc.

Indirect: E ‡ in kind support to U or joint activities

funds AU (R or L) ‡ support (in kind) to U activities

Unions, Bodies, Others ‡ support U (in kind)

9. T.Q.M. (14)
   ë Its introduction to the U life may make more funds available, either through increasing the pump priming procedures or the increase in the efficiency and effectivity (15) of the U Management and its Resources.

* E.S.F.: European Social Fund

10. The Investment concept of any well planned and prepared activity, within the Development Plan may continuously add extra funds which will be more and more available.
    Monitoring and Assessment of such activities may prove its contribution to the effective ST complementary funding.

• Investment policy in U through its direct or indirect funds (17) from the above schemes may multiply its potential and gains.
D: Steps to be followed by the University Authorities

For a University or a H.E.I. to achieve a high Quality of Management and Operation, basic steps have to be followed such as the ones to be described:

1. Develop a Strategic Plan for the University itself. This should cater for the:
   ⇒ impact on its role: Pulling the Society, Contribution to Development, Development of new Knowledge, Culture, etc.
   ⇒ impact to its Departments, Faculties and Units
   ⇒ impact to the University as a member in Consortia, Networks, Partnerships
   ⇒ impact to the University itself and especially to its involvement in EU & International activities
   ⇒ impact of the University to its Socio-Economic Environment
   ⇒ maximisation of the results concerning specific funds and the overall budget.

2. Design an Operational Plan to Establish Principles and Review it per year under a self-improvement policy, including:
   ⇒ Human Resources Management & Development
   ⇒ Quality Control, Assessment, Management and/or Total Quality Management.
   ⇒ Continuous improvement
   ⇒ Complementarity & superposition principles
   ⇒ Ways to maximise products, effects, results,
   ⇒ Resources, Management and Development, where Networks, Partnerships and Consortia play the Central Role as Pools of (joint) expertise.

   • These are Headings which when Quality processes are adopted and followed, they definitely urge the University as the Society’s Pulling Agent.

3. Analyse activities, contents and objectives of the various programmes or projects (European, National etc.) and identify which ones have common parts, common or similar objectives (partially). Then:
   ⇒ integrate these domains under one operational unit within the University (ref. 9, article by S. Kaplanis, p.57).

   This minimises costs, maximises outputs, gives more opportunities to more people, serves a wider space, provides for integrated information etc.
   ⇒ plan sequential projects or activities or run some of them in parallel e.g. student / staff mobility could be designed to run in parallel and to some extent linked with the mobility under SOCRATES activities like C.D., IP, EM, etc. and LEONARDO DA VINCI mobility.

4. Introduce Quality Management criteria:
   ⇒ to the operation of the units, departments etc. within the University
⇒ to the EU activities to achieve the quality output with less contact/communication time etc.
⇒ to the services offered
⇒ to the Resources Management
⇒ to the investment Policy

• Guidelines are necessary for all these.

A Joint group of experts from other Universities and countries, too, may give rise to a broad opening of such innovatory ideas.

E : Actions

Involve U in RTD projects / programmes like TSER (Targeted Socio-Economic Research) to get among others valuable information and Data for feeding SOCRATES, LEONARDO, TEMPUS-TACIS programmes etc. e.g.

- Other research projects & sub-projects that U is involved or will be involved
- TMR : The Researchers Mobility programme
- Involvement in Training Projects (E.S.F.) in order to transfer Research results to the end user
- TSER SOCRATES programme : giving data, information and material to curricula positively Development. The same holds for programmes like
- influences LEONARDO Da Vinci, EU ->USA / CANADA, Alfa, TEMPUS -TACIS, MED - CAMPUS etc.

• Usually, there is a good number of SOCRATES & LEONARDO students or young graduates who were placed abroad and acquired valuable experience, skills and knowledge. Make it known. Advertise it. Then attract Institutions to appraise them and to award grants to new students or to support financially meetings, seminars, hosting staff/students from abroad, providing social services etc.

The target is to receive, earmarked prizes or grants or supplementary financial support for the Euro - dimensional component of the University activities.
• Make clear to the third parties and the social partners via brochures, meetings, invitations, fora etc. the benefits from their co-involvement in EU activities. They may sponsor students, staff or some parts of trans-national activities which they give them an added value.

• Services offered by the Universities:
  Consultation, Training, Seminars, Use of rooms and/or equipment by third parties, etc.
A percentage of these extra funds should be kept for supporting the European image/role of the University. It is advisable that at least a 10% of the projects’ budget should be allocated to support student grants for abroad.

• Try to multiply and expand the SOCRATES & LEONARDO placements and the exchanges effect, mainly through partners (foreign or national) who come from the Industrial & Market space, in order to:
  ⇒ compliment student grants
  ⇒ compliment RTD & Training activities
  ⇒ support services to be offered through student / staff mobility
  ⇒ work out spin off activities or structures which could contribute to extra University funding and consequently to student support / grants, e.g.
  ⇒ prototype design / construction
  ⇒ marking of the product
  ⇒ testing standards
  ⇒ analysing & measuring parameters
  ⇒ improvement in operation of E units
  ⇒ evaluation of items, processes, etc.
  ⇒ undertaking feasibility studies
  ⇒ promotion of innovations etc.

• Make clear plans for it to reach at effective agreements and / or contracts
  Review them each year to maximise benefits and increase synergy with the market partners.

• Elaborate an evaluation process for the Added Value for each one of the activities you participate.
  This will help, finally, in the Quality Assessment at the end of each phase or year.

• Make clear with documents, surveys, data and detailed information, what a mobilised student / graduate can contribute to a firm/organisation and what he/she can benefit from it.
  Make clear with diagrams or data or figures what a certain mobility policy and scheme may offer to each stakeholder.
  After all, it is them to be convinced to participate in the student exchanges schemes, increasing the CREDIBILITY between
All these contribute mainly to Professional and Academic Recognition (10-13).

- Run contests with prizes awarded by outside partners: Industries, Associations, Chambers, etc.

- Promote the Entrepreneurial spirit in parallel with Education & Culture where students may profit from their achievements: Nice looking, operational items, designed & produced by students may be marketed during Open Days or Exhibitions which will finally bring funds and contribute to the so much needed credibility.

- Make a full strategic plan for it and present it to the Authorities and to the social partners.

Exhibitions organised by the University will increase credibility and confidence among E, U, Students and Staff contributing to Recognition, too.

- Promote the idea of Student Unions, Associations etc. to undertake local, regional projects, surveys etc. For that do not forget YOUTH FOR EUROPE (19) as a means of providing support for the European component of activities, within the U. There are activities which could be undertaken in parallel by groups of students contributing to the European collaboration and competition in other social activities, too.

- Try to participate in innovative projects in SOCRATES, LEONARDO, TEMPUS etc. especially in ODL and LLL projects That will bring extra funds to the University. These, in turn, may contribute to a percentage, to be topped up to students grants.

- Try to establish sectoral or Thematic Networks where necessary or to participate in established ones.

- The same policy has to be followed for national projects, where U & E joint groups work together to produce items which may result in additional funding.
• A mapping of all these above and the introduction of the Quality criteria for Quality Evaluation of Research, Services & Education offered, may result to a continuous improvement and development of a University. These, in turn, contribute effectively to more funds available for the student mobility and the Euro-component. The adoption of QUALITY Attitude and Principles to all University units, departments, activities, (6, 8, 11, 12, 13) even for the minor ones definitely effect the efficiency and the effectivity (15) of any University and at the same time works for its credibility which in turn guarantees Professional and Academic Recognition.

Epilogue

It is a fact that the Universities and the other Higher Education Institutions in Europe diversify mainly due to their culture, the social inheritage and their missions and aims which affect their size, too.

Due to the social changes, care and needs, the market changes, the technology evolution etc. the Universities and the other H.E.I. must develop an overall management model. It has to be flexible and effective enough to react appropriately, in order to satisfy the various requirements and to meet the expectations and the needs of the stakeholders.

Especially, the H.E.I. which are traditionally based on the state's financial support should pay much more attention and develop a plan of significant changes within their Institutional regulations (8).

They should be competitive not only between each other but with other forms of antagonistic Institutions based mainly on Economical values and not cultural.

They must aim at satisfying the needs and cultivate the socio-economic challenges by

producing high quality products,

offering services not only of high quality, but also just in time,

researching on, and playing the role of the society's pulling agent

Their role is to gain society's appreciation of being centres of ethos and excellence.

At the same time, they should provide those who need with an advanced and high quality training.
They should try to network with the social partners and the socio-economic actors in order to produce knowledge, develop skills and promote technology transfer.

They should, through the networking, principle develop an effective (Human) Resources Management/Development Policy in order to maximise outputs.

One can argue that all these are new domains among the role(s) Universities are challenged to play.

The Authorities are invited to encourage debates on this issue at various levels to reach a well understood and appreciated University policy.

The concept of Quality in Education, Training and R.T.D. or in other words the T.Q.M. is a sine qua non basic principle which fosters for University and Social development.

Especially, through the Quality Evaluation procedures the social partners enter rigorously in the University, as members in the external evaluation bodies. Such an approach produces a catalysing factor to the negative attitude of some completely autonomous Universities, an attitude developed in the past, especially in some member states.

The implementation of such a new policy with a great variety of initiatives, actions and activities in a diversified European Higher Education, needs:

- Continuous Training of the Academic Managers,
- Continuous Awareness,
- Development of European Administrators with special skills and competences,
- Staff encouragement through Career's Development plans,
- Effective contact and collaboration between the social partners and the authorities in one hand and the Universities on the other. This is done, especially, through the establishment of a feedback system, between Universities and Market, based on structures and using tools and networks which suit the culture and ethos of the Universities (10).
- Full understanding of Strategic Management, Policy and T.Q.M. in Higher Education.
- Full understanding of principles like Networking, Complementarity, superposition in order to plan effective actions.

One may argue, also, that an effort to bring the Ministers of Education, Labour, Research & Development closer to Universities may result in an effective Management of various European initiatives and programmes e.g. SOCRATES, LEONARDO and the 4th Framework RTD programme.

This provides some extra funding or effective funding, as such a policy increases the political synergy, too.
An increase in funds may also, result, through (Thesis) projects mainly for SMEs. Universities should develop a certain policy in their strategic planning to support SMEs and to help the development of SMEs as spin-offs mainly in their regions (16).

The model of Feedback Mechanisms and Tools (10) has to be discussed by the Authorities, Universities and the State according to the legal status per member state.

The Quality System should be developed and adopted by each University. It should take it into account references in order to measure the improvement in the years to come.

For all these, an exercise is necessary for the ones to take the lead to put a Quality System into action. A special Quality Manual necessary for that has to be developed.

Annual Reports structured upon the evaluation of certain factors, parameters, even performance indicators, are one way to follow.

The other more systematic way is to adopt the guidelines of the Commission's pilot project on Quality Assessment in Higher Education (13).

However, either of these ways if followed, the Authorities once they adopt and follow it, are finally trapped in a self-antagonism to prove each time they are better than the previous ones or that the system behaves better and operates more effectively, for the sake of all the social partners.

This self-exercise needs guidance and transfer of experience.

Various European bodies are involved in Quality in Education (18).

It is up to the University Authorities to elaborate a Manual on the Quality Assessment of the Education, Training, Services and RTD in each H.E.I. and train a group of Academics and Administrators to manage the Quality Assessment procedures.

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15. Efficiency = \(\frac{\text{Resources actually used}}{\text{Resources planned to be used}}\)
    Effectivity = \(\frac{\text{Actual output}}{\text{Expected output}}\)

Total Quality Management
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16. DG XIII-D Innovation Programme supports initiatives like the UNISPIN Programme which offer assistance for the establishment of spin-off companies from Universities and other H.E.I. and Research Laboratories

17. White Paper on Education and Training
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   European Commission, DG XXII, 1995, p. 70-71

18. E.F.Q.M. = European Foundation in Quality Management
   E a I E = European Association in International Education
   S E F I = Societe Europeenne pour la Formation des Ingenieurs
   European Society for Engineering Education

Higher Education Quality Council (H.E.Q.C.) in Great Britain
Also, this proposed European Association on Quality Education & Training

19. YOUTH FOR EUROPE
Its main objective is, through increased co-operation between m.s., to contribute to young people’s development by promoting exchanges and complementary activities outside formal Education and Vocational training structures.