



OPEN SOCIETY INSTITUTE Higher Education Support Program

Open Society Institute

<http://www.soros.org>

The **Open Society Institute**, a private operating and grant-making foundation, works to build vibrant and tolerant democracies whose governments are accountable to their citizens. To achieve its mission, OSI seeks to shape public policies that assure greater fairness in political, legal, and economic systems and safeguard fundamental rights. On a local level, OSI implements a range of initiatives to advance justice, education, public health, and independent media. At the same time, OSI builds alliances across borders and continents on issues such as corruption, rights abuses and freedom of information. OSI places a high priority on protecting and improving the lives of people in marginalized communities.

OSI was created in 1993 by investor and philanthropist George Soros to support his foundations in Central and Eastern Europe and the former Soviet Union. These foundations were established, starting in 1984, to help countries make the transition from communism. OSI has expanded the activities of the Soros foundations network to other areas of the world where the transition to democracy is of particular concern. Today the Soros foundations network encompasses more than 60 countries.

International Higher Education Support Program

<http://www.soros.org/initiatives/hesp>

The International Higher Education Support program (HESP) of the Open Society Institute promotes the advancement of higher education within the humanities and social sciences in Central, Eastern and Southeast Europe, the former Soviet Union, and Mongolia. HESP activities include support for institutions and individuals. HESP provides assistance, both financial and technical, to a network of institutions, ranging from undergraduate universities to doctoral programs and advanced studies centers. HESP institutional support focuses on sustainable curriculum and faculty development and the improvement of methods for teaching and learning. Through carefully structured support and the creation of a network of institutions, HESP assists reform efforts within the field of higher education.

While the target audience of HESP comprises academics, scholars, students and institutions in the post-communist region not including the EU member states, all of HESP's programs make active use of the expertise and collaboration of the broad international academic community through various international scholar, mentoring, hosting and partnership schemes.

HESP support for individuals is distributed primarily through large regional programs such as the Academic Fellowship Program, the Central Asia Research and Training Initiative, the Regional Seminar for Excellence in Teaching, and the Student Initiatives. The principle objective underlying all regional programs is the building of teaching capacity in the social sciences and humanities.

HESP cooperates closely with Central European University (CEU) through its Special and Extension Programs, which implement a variety of outreach programs such as the CEU Summer University, the Curriculum Resource Center, the Regional Seminar on Recent History, the Hosting a CEU Lecturer Program, and the Junior and Senior Research Fellowships.

HESP and OSI's Scholarship Programs work closely together to fund the participation of students, scholars, and professionals from Southeast Europe, the former Soviet Union, Mongolia, Southeast Asia,

and the Middle East in rigorous, competitive academic programs outside their home countries. These programs aim to revitalize and reform the teaching of the social sciences and humanities at higher education institutions; to provide professional training in fields unavailable or underrepresented at institutions in the countries served; and to assist outstanding students to pursue studies within alternative academic and cultural environments.

HESP also provides expertise and technical support to the Soros Foundations in their national higher education programs.

Central Asia Research and Training Initiative

<http://www.soros.org/initiatives/hesp/focus/carti>

The Central Asia Research and Training Initiative (CARTI) is a regional HESP program that promotes the development of indigenous capacities for original scholarly work and internationalization of scholarship in the region of Central Asia, including but not limited to the post-Soviet states of Central Asia and Mongolia. In working to enhance independent research of university-based academics, CARTI is committed to innovation in, and enrichment of, university teaching in the humanities and social sciences and emphasizes the role of research in the development of academics as scholars in the classroom.

CARTI provides support to innovative scholarly work and advanced training and networking opportunities to motivated young academics in crucial early stages of their careers in the home academic environment. With CARTI support, fellows engage state-of-the-art resources, theories, methodologies, and approaches to subjects of importance to the scholarly and social development in the region, and develop positions of academic leadership.

CARTI is implemented through Junior and Senior Fellowships, and a training and networking component.

International Scholars (Mentors)

Each CARTI fellow works in collaborative partnership with a CARTI International Scholar. International Scholars can be proposed by the fellows or appointed by CARTI. They are advanced academics, prominent in the fields of scholarship of concern to the fellows' projects, representing universities outside the program's target region. International Scholars provide guidance and collaborate in conceiving of the fellows' research agenda and program, and collaborate with fellows in the implementation of the projects, primarily by offering feedback and critique, but also through joint research activities, discussion of sources, methods, progress and findings of the research, and securing access to the relevant resources and facilities at their home institutions. CARTI International Scholars receive funding for exchange visits to the institutions of the Fellows in the region and joint research and teaching activities occurring during such visits.

Currently, CARTI involves more than 70 International Scholars representing a range of countries in North America, Europe and Asia.

HESP Regional Seminar for Excellence in Teaching (ReSET)

<http://www.soros.org/initiatives/hesp/focus/reset>

The International Higher Education Support Program Regional Seminar for Excellence in Teaching (ReSET) aims to develop and support teaching excellence at the undergraduate university level. The program establishes a framework for the long-term regional and international collaboration in areas important to the region's undergraduate humanities and social sciences curricula. ReSET projects respond to diverse subjects, fields, and regional needs and share an approach based on:

- developing reflexive scholarly and innovative undergraduate teaching;
- critical rethinking of the subject, drawing on the most current international scholarship;
- a collaborative structure fostering peer exchange and learning among the regional and international academics and active and creative dialogue among the representatives of various academic traditions.

Rooted in the concept of continuous development and self-renewal of university academics, ReSET creates opportunities for qualified and dedicated regional and international faculty to make a substantial contribution to the revision and advancement of teaching and learning in their subjects and fosters their leadership in the process of educational change in the region.

ReSET projects involve groups of junior faculty participants from the region and international teams of resource faculty; all participating academics have current teaching positions at the university degree programs in the humanities and social sciences. Resource faculty are recruited for their qualities as "master teachers," expertise on the subject and involvement in international scholarship. Long-term commitment of the participants and core resource faculty to the projects is essential.

The program activities focus on development and practice of scholarly teaching through critical and creative inquiry into the state of the art of the scholarship and curricula in the subject areas of particular importance to the undergraduate learning. Participants and resource faculty engage as academic peers in a continuous program which includes regular seminar sessions (typically summer sessions of 2-3 weeks in length, and shorter, more focused or smaller group meetings in the interim) and inter-session project activities tailored to the project's agenda and the needs and capacities of the involved colleagues.

ReSET projects inspire and enable immediate connection between the work within the project group and the teaching practice of the project participants and establish a framework for active academic collaboration, peer review and feedback among the participants and resource faculty.

HESP encourages joint project applications from the broadly international teams of university academics.

Academic Fellowship Program

<http://www.soros.org/initiatives/hesp/focus/afp>

<http://www.soros.org/initiatives/hesp/focus/afp/grants/isfp>

The Academic Fellowship Program (AFP) was launched in 2004 to support and guide higher education reform in South Eastern Europe, the former Soviet Union (excluding the Baltic states), and Mongolia. Although the program readily evolves to meet the changing and varied educational challenges of the region, its aim remains to achieve lasting higher education reform by assisting progressive university departments and by supporting promising scholars who teach at these departments after they have returned from abroad with an internationally competitive master's or other postgraduate degree.

Recognizing that universities play a fundamental role in strengthening civil society, AFP focuses on higher education reforms that will bolster open, democratic societies. Higher education reform in the countries targeted by AFP is often impeded by lack of funding, ineffective education policies, poor planning and management, reliance on traditional curricula that emphasize passive rather than active learning, limited flexibility in career choices, corruption, and elitism. AFP seeks to diminish these obstacles by contributing to the reform of higher education and helping to build academic networks locally, regionally, and globally. The program focuses on aiding both the educational institution and the individual scholar in two main ways: it assists reform-minded departments in their efforts to achieve world-class academic stature and become models of innovation and reform in their region; it supports promising young scholars by promoting their return to the region, their positioning within academe, and their continued professional development within a healthy academic setting. To achieve these goals, AFP offers two fellowship programs: the Returning Scholars Fellowship Program and the **International Scholars Fellowship Program** in the following subject areas in the humanities and social sciences: anthropology, area/cultural studies, economics, gender studies, history, human rights and public law, international relations, journalism/media studies, philosophy, political science, psychology, public policy/ public health, social work and sociology.

The program selects highly qualified scholars in the social sciences and humanities to assist AFP partner departments where Returning Scholars are placed. The International Scholars advise on the overall reform agenda of the departments and share with departmental colleagues the latest developments in their discipline, collaborate on the introduction of new courses, and encourage the development of skills critical to academic work. Perhaps the greatest, and most needed, contribution of International Scholars is the expert advice they offer on curriculum development and academic planning.

International Scholars share their experience with Returning Scholars and the entire department on a consultative basis. They work on-site with the departments during two or three short and intense visits, and remain in touch with colleagues between visits. International Scholars play important roles in the Academic Webfolio Project by mentoring individual Returning Scholars and commenting directly on fellows' webfolios within their Discipline Group, both during and between visits. The details of such arrangements as travel and work plan are negotiated on an individual basis during the selection process.

Fellowships generally include a modest stipend, transportation, accommodation, and various other allowances. The minimum Fellowship period is one academic year with the possibility of renewal.

Open Society Fellowship

http://www.soros.org/initiatives/fellowship/focus_areas

The Open Society Fellowship supports outstanding individuals from around the world. The fellowship enables innovative professionals—including journalists, activists, academics, and practitioners—to work on projects that inspire meaningful public debate, shape public policy, and generate intellectual ferment within the Open Society Institute.

The fellowship focuses on four themes:

- National Security and the Open Society
- Citizenship, Membership and Marginalization
- Strategies and Tools for Advocacy and Citizen Engagement
- Understanding Authoritarianism.

OSI also supports a limited number of fellows whose work focuses on other topics within the scope of its mission.

Fellows' projects may include books, articles, documentary films, online media, and efforts to seed new campaigns and organizations. OSI seeks fellows who will engage with its staff and inform its thinking. OSI provides fellows with competitive stipends and communications assistance, and will integrate them into its networks of partners and grantees. Most fellowships are awarded for one year. Applications are reviewed on a rolling basis.

Central European University Outreach Programs

<http://web.ceu.hu/sep/spo>

The Special and Extension Programs of the Central European University (CEU) are a set of outreach opportunities for educators run through the support of the International Higher Education Support Program (HESP) of the Open Society Institute. The majority of the projects that the Special and Extension Programs manages are collaborative efforts set up with HESP to help fulfill CEU's mission.

The programs use the best resources at CEU to serve the region by attracting and developing the most qualified colleagues. It is the umbrella for activities including the Curriculum Resource Center, the Course Development Competition, the CEU-HESP Comparative History Project, the CEU Lecturers' Mobility Program, the Visiting and Professorial Research Fellowships, and a number of special or pilot programs. Through these programs, CEU reaches out to approximately 1400 professors per year. By working to provide the best for the best, CEU gains access to a group of scholars and teachers who can enrich and diversify its life as a university, while building a network of institutional collegiality.

CEU Professorial and CEU Visiting Research Fellowships

The program is designed to increase exchange between scholars of the region and Central European University, and to promote original research, which can be of practical benefit to a particular country or region. The Research Fellowship Programs are applicable to citizens of countries in Central and Eastern Europe (except EU member states), the former Soviet Union or of Mongolia holding a Ph. D. or equivalent, who are affiliated with a teaching or research institution within the above said countries.

The program supports two types of Research Fellows. CEU Professorial Research Fellows hold a full professorship, and are academics of established (preferably national) standing within their discipline. CEU Visiting Research Fellows are academics who have made a contribution to their discipline through publications, conference presentations, or other academic forums. Fellows are supported for a period of from one to six months, depending upon the type of research being undertaken. Both types of Fellowship cover accommodation and travel costs to/from Budapest (up to a maximum limit and after approval from the program coordinator), during the period of the Fellowship, and a monthly stipend.

Summer University at Central European University

<http://www.sun.ceu.hu/>

<http://www.sun.ceu.hu/01-about/proposals.php>

Established in 1996, CEU's Summer University program hosts high-level, research-oriented, interdisciplinary and innovative academic courses as well as workshops on policy issues for professional development in the social sciences and the humanities. Courses involve distinguished international faculty (including CEU professors), and excellent advanced doctoral students, junior or post-doctoral researchers, teachers and professionals as participants. While application from all over the world is encouraged, continued priority is given to applicants from Central and Eastern Europe, the former Soviet Union and countries experiencing emerging democracies worldwide. Applicants from these countries, when admitted on merit, will be eligible for scholarship, while those from developed countries will usually be expected to pay fees.

Course offerings cater for the various needs of academic and professional development across a wide spectrum of disciplines. These include anthropology, cultural studies, environmental sciences, comparative religion, political science, public policy, sociology, international relations, legal studies, etc. The program encourages topics in newly emerging fields and transdisciplinary approaches.

The program is unique in its diversity of faculty and student body as well as its academic offerings. It brings together groups of interested individuals to study together intensively for two or three weeks in Budapest coming from an enormously varied geographical, cultural and academic background. Participants have been accepted into the program from 107 different countries ranging from East and Central Europe and the former Soviet Union to countries of Asia, Africa, North America and South America. The courses are taught by a team of teachers who also represent a wide range of countries in an effort to match the diversity of the student body. Professors have come from approximately 62 different countries from the region as well as mostly from Western Europe and America. This exciting multi-cultural composition of the courses provides a stimulating environment for engaging participants and faculty in an inspiring and enriching dialogue during the summer school.

International teams of scholars are invited to apply with course proposals for the Summer University.