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Mission Statement of the Academic Director
of the Hertie School of Governance

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Mission Statement
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The purpose of the Hertie School of Governance will be to train exceptionally talented students for public leadership positions. In view of the profound changes that the contemporary state is undergoing, teaching and research at the Hertie School will focus on the demands and problems of modern governance in a transnationally integrated world, thereby combining a multidisciplinary approach and a practical, problem-solving orientation with the highest standards of academic excellence.

The thematic focus at the Hertie School of Governance will be on questions concerning how the central normative achievements of successful state development – individual and collective security, the rule of law and individual freedom, democratic legitimacy, equality of opportunity and social equity – can be maintained and strengthened in a changing world with new, partly post-national forms of statehood. As such, the Hertie School considers itself a Professional School for Public Policy in the heart of Berlin and Europe, its mission being to make an academic contribution to good governance in a European context.

The Hertie School will be modeled along the lines of such institutions as the Kennedy School of Government at Harvard University or the Woodrow Wilson School of Public and International Affairs at Princeton University. In order to one day match these institutions in significance and reputation, perseverance and a long-term development perspective will be required, and in the initial years of the School it will be vital to set the course in the right direction.

1. Translation by Katri Kemppainen and Vicki May

In the medium term, the aim will be to develop the Hertie School into an institution that

- plays a central role in the education of young people for leadership positions in the state, business and civil society in Germany and Europe,
- is internationally attractive for students and enjoys academic recognition by other international public policy professional schools, and
- will develop a unique, distinctive profile as a European Professional School.

As the first Academic Director of the Hertie School from October 2004 onwards, I would like to present this Mission Statement as an orientation guide for the initial years of the School. This paper is an elaboration on the ideas of the Chairman of the Board of Trustees, Prof. Dr. Biedenkopf, on the organization, structure and thematic direction of the Hertie School. It builds on numerous consultations and discussions, in particular the Conceptual Conference at Schloss Vollrads, attended by the founding members of the Board of Trustees of the School² together with the core team of the Hertie School in Berlin, which is already working at full speed.³ The Hertie School of Governance project is a continuation of three years of preparation, the first part of which was conducted under the auspices of the ZEIT Foundation as well as in the Hertie Foundation. In this Mission Statement, I shall substantiate the necessity for such an institution and the demand for a Hertie School in particular (Chapter 1), outline the distinguishing structural features of the Hertie School as well as the chief assignments of the Academic Director in the development phase (Chapter 2), and provide a vision of what is to come in the ensuing years (Chapter 3).

2. Alongside the Chairman of the Board of Trustees Prof. Dr. Kurt Biedenkopf, these currently include Dr. Michael Endres (Vice Chairman), Prof. Dr. Fritz W. Scharpf, Dr. Klaus Mangold, Prof. Jobst Plog, and Prof. Dr. Hans N. Weiler, who also made detailed comments on a previous version of this paper.

3. I would like to mention Christoph Bertram, Dr. Bernhard Lorentz and Dr. Gregor Walter. The Hertie School was established on October 1st, 2003 by the Hertie Foundation.

I. Why do we need a Hertie School of Governance? A brief analysis

No profession in Germany is as heavily criticized as that of politicians. The sluggish reforms in this country are increasingly attributed to the inadequacies of the political class. Criticism of the poor education and training for public leaders is nothing new, however. As far back as 1845 there was certain unease about the education of the next generation of political executives:

“It appears to be a common complaint that there is a severe lack of men in the civil service who could confidently be entrusted with higher positions.”⁴

This view, expressed by Robert Mohl, Professor of Law at Tübingen, still rings remarkably true today. More than ever, criticism, even resentment, is directed at the education of those who will later hold national and even international elite political and public leadership positions in the public and private sectors and in civil society. So why and on what grounds is the training of public elites debated with such vehemence today? Are the German state schools able to meet this demand? In a nutshell: Do we really need a privately funded Hertie School of Governance?

a) New challenges

Today’s societies face tremendous macro-structural transformations, which render a reconsideration of educational forms and content for political and societal leaders imperative. Two main developments are of central importance: so-called globalization and the emergence of new forms of governance.

4. Robert Mohl 1845: „Über eine Anstalt zur Bildung höherer Staatsdiener“, [On an institution for the education of higher civil servants], *Zeitschrift für die gesamte Staatswissenschaft*, pp. 268-293, author’s translation.

- **Globalization**

As globalization progresses, the borders between nation-states begin to lose their significance and it becomes increasingly difficult to shield national society and politics from global political and societal developments. The political consequence of this development in concrete terms is a tremendous increase in the significance of the role of transnational political processes and international agreements. This is particularly evident in Europe, where national parliaments now spend nearly half of their time implementing community laws and international agreements. Never before were the international aspects of politics as important, and never before was the significance of international political regimes and organizations as great as it is today.

The time has long passed when the Foreign Office and the Ministry for Economic Cooperation and Development were the sole institutions that dealt with international issues. At present, 336 ministerial departments in Germany alone deal with international issues, 281 of which concern themselves with more than “merely” European topics. In comparison: the Foreign Office has 74 departments.⁵

Germany is currently confronted with an additional challenge: German foreign policy not only has to meet new external demands, it is itself undergoing a major upheaval. Its long-abided policy of constraint is making way for a new understanding of Germany as a state that must defend its own interests within a multilateral context. Furthermore, it no longer has the financial resources to back up its policy of constraint with mere checkbook diplomacy. More than ever before, a new foreign policy requires people with intercultural competence, who are well integrated in transnational networks and have the negotiation as well as the language skills and the knowledge to voice their concerns with confidence.

5. Cf. Walter Eberlei and Christoph Weller 2001: Deutsche Ministerien als Akteure von Global Governance [German Ministries as Actors in Global Governance], INEF-Report 51, Duisburg

Future public leaders therefore require an education that provides them with a sound knowledge of both transnational political challenges and the international regimes and organizations that might meet these challenges. One special component here is the ability to analyze and understand complex transnational processes and the multilevel character of politics in an internationalized era.

- **New forms of governance**

A second realization that we have to face today is that the state, if it is to function well, must relinquish its role as a traditional, hierarchical and sometimes paternalistic entity. Many former activities of the state now have been passed on to the private or civil society sector, even though a “regulatory shadow” of the state may still be evident. Telecommunications offers a good example of this development in Europe. However, hierarchical governance structures are becoming increasingly rare even in the core areas of the state, and the state not seldom finds itself as *primus inter pares*, cooperating with non-state actors in the organization of specific regulatory procedures. In this context, some have even heralded a public management revolution, referring thereby not only to outsourcing the organization of, say, penitentiaries in the USA but also to public private partnerships in international affairs. Irrespective of one’s position with regard to any specific case, this trend in political governance is clearly evident.

Consequently, a second requirement of the education of future decision-makers is that they must become familiar with complex multilevel regulatory models and move with ease in and between the different “worlds” of the state, business and civil society.

Statehood is undergoing a phase of reorientation. Governments today are dependent on multiple forms of cooperation, both nationally and internationally, together with other states and increasingly also with private or civil society actors. Contemporary statehood, in particular in Germany, is undergoing a transformation, and future leaders must

be aware of this development. They must be just as familiar with international politics and international institutions as with current governance theories, the essentials of successful intercultural communication and the key questions of ethical societal interaction.

A systematic acquisition of such knowledge by the public elite in Germany is still hampered by traditional methods of recruitment: the dominance of lawyers and party patronage.⁶ These recruitment criteria reflect a safeguard mentality, which on the one hand ensures the legitimacy and thus incontestability of the decisions politicians make, and on the other hand provides support in the national political sphere. With regard to an international understanding, however, they are more of an obstacle.

A study on Germany's Global Governance capacity found that "a graduate of a 'Global Governance School' of tomorrow must possess different skills than the lawyer of yesterday. Because governments can no longer rely on the governing abilities of their traditional, hierarchical bureaucracies, governance can no longer merely be the formulation and implementation of generally binding decisions through specialized and highly compartmentalized government departments." While, furthermore, "it would surely be incorrect to claim that (...) global governance competencies are entirely lacking in the German political system [...] it should also be stressed that there are no opportunities whatsoever for systematically developing, teaching, learning or building on them."⁷ This statement not only applies to the political sphere in a narrow sense, but also to actors in business and civil society.

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6. Although the monopoly of lawyers, by which is meant that preferably lawyers are recruited for leadership positions, has relaxed to some extent on the national level in Germany, it remains undiminished at the Länder level. The qualification criterion of "party backing" becomes more relevant the higher the position is. These two recruitment criteria are also determining factors beyond the state; they play an important role in public legal institutions, economic institutions and in civil society.
 7. Dirk Messner 2002: Nationalstaaten in der Global Governance Architektur. Wie kann das deutsche politische System Global Governance-tauglich werden? [Nation-states in the Global Governance Architecture. How can the German political system become Global Governance compatible?], INEF-Report 66/2002, 30-31

(b) Do these new challenges justify a demand for a Hertie School of Governance?

To answer this question, we must first look at whether existing state colleges and universities can deal with these new challenges. It is indeed the case that German education and training institutions have reacted to the developments outlined above. The once cumbersome German university system has carried out more reforms in the last decade than it did in the 50 years before. And the new study programs that are offered at many state universities in Germany have clearly been established in reaction to the challenges identified above.⁸

- Many of the programs offered are multi- or inter-disciplinary, as is the case with the European Studies Degree programs at Berlin, Bonn, Hamburg and Tübingen.
- A vast number of the new degree programs have been established in response to the trends towards internationalization and Europeanization, as exemplified by the degree programs in International Relations at Berlin, Darmstadt and Dresden or the Global Governance program at Bremen. Some new law degree programs (Bremen, Hamburg, Saarbrücken) also have an explicitly European and international orientation.
- The programs and initiatives for training the next generation of international politicians target in particular intercultural competencies and improving international networks. These include scholarship programs for studying abroad (e.g. McCloy or the “Stiftungskolleg”) as well as network initiatives such as the Bucerius Summer School on Global Governance or the “Studienkolleg” in Berlin.

8. Documentation on the developments can be found in the collections of the Berliner Initiative for more Internationality in Education, Training and Personnel Policies: Summary on degrees, programs and initiatives of international leadership training in Germany, Berlin, October 2003

- The theme of new governance forms is also reflected in the development of new study programs such as those already offered at Erfurt and Potsdam, for example, but also by the envisaged Humboldt-Viadrina School of Governance.

The achievements so far are impressive. Compared to other reforms in Germany, these changes are occurring at a rapid pace. However, the question remains whether these achievements suffice and whether we have reached the international standards set more or less explicitly by the large professional schools abroad.

First-class education for the next generation of public leaders is offered at present in the USA (Kennedy School, Woodrow Wilson School, and SIPA at Columbia University), the Netherlands (Rotterdam), Italy (Bocconi), England (LSE) and France (Sciences Po, ENA). These are the schools to which young persons seeking the best possible education in preparation for public leadership positions apply. It is of course important that talented and determined young persons wishing to work for the public good should spend time in Boston, Princeton, London or Paris to receive a first-class education for their future careers in politics or related fields in Germany. This will remain so, and should not change. On the contrary: we should be grateful for scholarship programs that allow such opportunities. It is, however, regrettable that none of this education can be provided in Germany at the same high standard. More alarmingly still, and with far weightier consequences in the long run, the political elite of other states, be it France, the USA or Eastern European countries, give Germany a wide berth during their formative educational years.

One reason for this is that none of the newly established degree courses meet international standards. And as long as state universities remain structurally underfinanced and highly overregulated, very little can change. It may be possible to encourage some German students to study at least partially at home by offering a better program. The new course structures of the Bachelor and Masters programs offer an additional incentive here.

However – and we should face this fact – the foreign students that are attracted to Germany rarely belong to the elite. The day is yet to come when, say, a Swedish applicant to the Kennedy School of Government also seriously considers a German school as an alternative, and if offered places at both, even takes the German option. For the time being, despite all of their efforts, German state universities do not have the power to draw first-class international students seeking public and international careers. A lack of resources and too many regulations stand in the way, although the teaching and research standards at many state universities have great potential.

There is hardly a doubt that the establishment of a top international Professional School for Public Policy to improve the education of future public and international leaders is desirable. But is this also the view of politicians and businesses? Beyond a theoretical, objective demand, is there also a real demand for graduates with such qualifications? The answer to this question is decisive for the success of the Hertie School.

We already know that we can count on the strong backing of the majority of the current elite in politics, business and academia for a Hertie School of Governance as a Professional School in Berlin. Most of the colleagues I have talked with showed genuine enthusiasm for the project and a willingness to support it. In a press release of the Berlin Initiative for more Internationality in Education, Training and Personnel Policies dated January 20th this year, for example, it is claimed that “numerous participants spoke out in favor of establishing an international School of Governance in the German capital.”

This highly favorable impression is endorsed by the results of more systematic studies.⁹ The demand for graduates who can move at ease in the European and international arena is extremely high. This is illustrated by the fact that Germans are vastly underrepresented in mid-management positions in European and international institutions, and the situation becomes even more critical in view of the fact that many of these Germans are approaching retirement. The demand in national public administration offices, which are becoming increasingly internationalized, also appears to be high. To sum up, it seems that in the state sector graduates with a governance profile have very good chances of employment at the international level, while their chances at the national level vary according to the respective ministries. At the communal level, however, the career opportunities for graduates of a Masters program from the Hertie School are still only sporadic at present.

In the non-state sector, in particular among NGOs, the demand is extremely high. A career in this field is, however – contrary to that in large businesses and associations – not very well paid. Salaries in the private sector are better, although the demand will primarily come from large and/or state-related enterprises in the public service sector.

All in all, we can conclude that despite their new degree programs, public universities will not in the foreseeable future be in a position to offer what is needed from a first-class international Professional School for Public Policy. Furthermore, there are clear indications of an objective need for highly-qualified graduates from a first-class School of Governance, and this is also mirrored in real demand.

9. This is based on a Feasibility Study by Roland Berger Strategy Consultants, which was commissioned by the planned but not established “Bucerius School of Governance”

II. Aims, development perspectives and tasks of the Founding Academic Director

What qualities should the Hertie School of Governance have in order to be able to provide an excellent education?¹⁰ What are the prerequisites for developing an education program for future political executives that can reach the same standards as, say, the American Professional Schools in Harvard or Princeton?

The secret of the success of the best Professional Schools for Public Policy appears to be the synergetic effect of excellent professors, exceptional students, a successful placement and an extensive network. A faculty that radiates an aura of excellence, outstanding students who are prepared to take on the heavy workload of an intensive study program in return for attractive career prospects, and the building of close, stable networks among the young leaders as well as between themselves and top-level practitioners provide the four mutually stabilizing and reinforcing cornerstones of a good professional school. The result is the creation of a profile and a trademark that attracts the best academics and students, automatically feeding into the School's networks.

- An aura of excellence at a university institution can only develop if internationally renowned scholars and researchers are recruited. Part of this of course depends on financial incentives. The determining factor, however, is the availability of the best possible research conditions, i.e. freedom of research

10. Cf. in general also the ideas of Hans N. Weiler 2003: Anwendungsbezug und interdisziplinäre Wissenschaft: Das Strukturmodell der "Professional School" [Implementation and Interdisciplinarity of Science: The Structural Model of a "Professional School"], in: Norbert Bense/Hans N. Weiler/Gert G. Wagner (Eds.) 2003: Hochschulen, Studienreform und Arbeitsmärkte. Voraussetzungen erfolgreicher Beschäftigungs- und Hochschulpolitik [Universities, Education Reform and Job Markets. Conditions for Successful Education and Employment Policies], Bielefeld, 199-212.

in an intellectually motivating environment. Furthermore, a multifaceted university environment is necessary to provide the diversity of interaction and cooperation that is required between colleagues and with young academics.

- Outstanding students will considerably enrich the quality of any school. Their inquisitive minds help shape the school and enhance the quality of teaching and research. It is also decisive, therefore, that first-rate students apply and appropriate selection mechanisms are employed.
- An excellent education does not come for free, and individual students will not be prepared to pay the high tuition fees, if they have little prospects of finding suitable employment soon after graduation. It is simply absurd, for example, that the vast majority of the publicly financed McCloy MPA graduates from the Kennedy school who return to Germany find it hard to find an appropriate job in the public sector, and predominantly end up working in consulting. Fixed career patterns are still very much the rule in Germany. Career paths in the public sector must become more flexible before new forms of education have a genuine chance of success.
- Nearly everyone who has studied at Harvard or Princeton for a longer period of time deems the chief benefit of their studies to be the networks into which they became integrated there. These networks function in three ways: 1) through interaction with fellow students who later take on executive positions elsewhere; 2) through contacts to all the decision-makers from business and politics who are frequent guests at the schools; 3) through the reputation of the degree itself, the mention of which alone later opens many doors. Despite major endeavors to establish alumni networks and associations at German universities this tradition fails to find much appeal in Germany.

The American success model of a Professional School (which also applies to the legal, engineering, management and educational sciences) underlines the importance of a mutually enforcing structure comprising of a first-class faculty, talented students, excellent career opportunities and a stable transnational network.

From this analysis we can draw the main structural features and prospective developments necessary for the success of the Hertie School of Governance. As it is obviously impossible to produce a second Kennedy School of Government, as it were, with the wave of a magic wand, it is crucial that the right measures be initiated now for the Hertie School of Governance to become and remain a first-class European Professional School in the longer run.

1. Good governance in the 21st century – international and trisectoral

The thematic direction of a modern Professional School for Public Policy must meet the new challenges facing modern societies today. By focusing on Governance, the Hertie School stresses this point better than it would by following the tradition of the Kennedy School and using the term “Government” in its title. Governance generally means the political steering and coordination of societal interactions, be it carried out by the state or with or without the involvement of the state. With the decline of the relative significance of a hierarchical state (government) that is primarily concerned with domestic issues, it becomes more relevant to focus on a form of governance that takes into account complex, cooperative forms of regulation in all sectors and at all levels. The aim is to equip students with knowledge that is on the one hand “learnable” but on the other not very easy to acquire “on the job”; that is, concepts, analytical and problem-solving skills, but also the skill to evaluate and have an impact on discourses and policies, as well as the implementation and management skills that political change demand.

Problems of governance can be found everywhere, in particular in North-South relations and in developing countries. In the long run, the Hertie School must aim to offer specialization options that take into account all major global governance problems. In the short and medium term, however, it would be advisable to restrict courses to governance problems of modern service societies in the OECD world as well as the European and transatlantic problems of international cooperation.

As the Academic Director, I would like to contribute to a curriculum that is thematically oriented towards the intellectual challenges of political governance, and deals with the issue of political change and in particular the interplay between national and international politics. It is our operational goal to develop such a curriculum together with potential employers of Hertie School graduates, the relevant academic disciplines and potential international cooperation partners within a year, in order to make the orientation of the School, teaching requirements and recruiting themes transparent at an early stage.

2. Multidisciplinary and a solution-oriented approach

An adequate scientific evaluation of the current problems of political steering requires the contribution and cooperation of several disciplines. The Hertie School should therefore not define its agenda through the dominance of one academic discipline. It must focus on the solution of real-world problems through the contribution of various social science disciplines.

There are good reasons why science is organized into academic disciplines, and scientists therefore tend to approach problems from the point of view of their respective discipline. The fact that political and societal reality and problems cannot be isolated within a single discipline is what makes a Professional School, working at the

interface between theory and practice both challenging and appealing. One of the central tasks facing the Hertie School is therefore to master the ability of multidisciplinary communication, interdisciplinary cooperation and problem orientation.

The Hertie School must become a multidisciplinary institution that develops and maintains scientific communication and cooperation across and beyond the academic disciplines. It is our operational goal to maintain a high standard as well as a good balance by recruiting scientific personnel from political, legal, economic and other social sciences. To some extent, communications and cultural sciences will also be taken into consideration. Against this background, one of the major tasks of the Academic Director is to foster the development of potential and continuing education possibilities conducive to interdisciplinary cooperation.

3. Practice orientation and knowledge transfer

Alongside a strong thematic profile and a multidisciplinary approach, teaching at the School will be largely practice-oriented. For this purpose, the case study method will be used extensively and systematically in the Hertie School's Masters Program. At the same time, students will be able to acquire practical experience through an internship and a related final project.

Advanced training will be provided in the Executive Seminars for executives who are already at a mid-career level. It is our aim, moreover, to create an environment in which seasoned experts from politics, business and civil society can regularly pass on their practical experience to students and at the same time seek a dialogue with the academic staff. It is our hope that the Hertie School will soon gain a reputation as a trading post for the exchange of theory and practice and for the systematic transfer of knowledge on questions of modern governance.

The campus of the Hertie School, the former East German State Council building (“Staatsratsgebäude am Schloßplatz”) in Berlin, offers an ideal location to this end. Of course, this reputation must first be earned. We shall endeavor to do so through various discussions and exchanges such as annual symposia, fireside talks, summer schools and so on.

As the Academic Director, my aim is to ensure that the methodology of applied case studies is systematically anchored and developed in the curriculum of the Hertie School, and that links are forged between the School and national as well as international practitioners. Our operational goal is to develop a sufficient number of cases for teaching by fall 2005, when the Masters Program starts, and to use the Executive Seminars and other events already taking place in 2004 to establish initial links with national and international practitioners.

4. International Profile

The international profile of the Hertie School of Governance not only refers to its thematic focus. Everyday life at the School should also reflect and foster an international flair. Although there will be courses in intercultural competence, this skill should also develop naturally out of normal day-to-day interaction and discussions with international fellow students and an international faculty. English will therefore be the main teaching and working language on campus, which will become a center of united learning.

In its first years, the Hertie School will initially gain renown in Germany and in its neighboring countries in Central and Eastern Europe. This will of course depend on the initial spread of applications from students and faculty. Nevertheless, the Hertie School should not lose sight of a broader international radius.

The Hertie School must plausibly demonstrate its international profile through its range of courses and through the composition of its students and faculty. Our operational goal here is to recruit a high proportion of international students and faculty right from the outset.

5. The European context

Although American Professional Schools serve as a template for the Hertie School in terms of thematic orientation and quality, and although internationality is our goal and the teaching language will be English, the Hertie School may not and will not ignore its roots in Europe. While always maintaining the highest international standards, of course, the main concern of the Hertie School will be to do justice to the distinctive features of European statehood and European social order as well as the historical process of European integration. Although we shall strive for international recognition as a School for Public Policy, the self-conception of the Hertie School will be European.

It is clear that in the development phase of a Professional School for Public Policy, the experience made by relevant American establishments must be taken into account. Right from the outset, however, the Hertie School will have and develop its own profile, defining its academic and educational mission in a European context. In this manner, the specific European focus in its teaching and research programs will make the Hertie School an innovative element in the community of professional public policy schools.

6. Selection of and support services for students

A Hertie School degree should open doors to attractive jobs. To this end, the School will first carefully select students and later ensure not only that they are provided with a first-class education, but also that connections to potential employers, i.e. our “clients”, are made at an early stage. Although quality education that promises excellent employment opportunities justifiably comes at a cost, two vital aspects must be taken into consideration. First, exceptional students should not be refused a place because they cannot afford to study at the Hertie School. Alongside tuition fees, therefore, generous scholarships will also be awarded. Second, during the initial phase, which will be decisive for the long-term reputation of the Hertie School, it must be ensured that a particularly large number of scholarships are made available to withstand competition with institutions at home and abroad for outstanding students right from the start.

What is imperative and decisive for the development phase of the Hertie School is a student selection process that reflects that objective and a sufficient number of available scholarships. Furthermore, mechanisms must be developed to make students acquainted with the employment market at an early stage. To that end, it is aimed to build institutional partnerships between the Hertie School and institutions from politics, business and civil society that may later be considered as employers of Hertie School graduates, and that can also be involved in teaching at the Hertie School.

Our operational goal here must first be to create a service unit at the Hertie School that carries out the student selection process using the latest internationally recognized methods, thereby taking primarily the merits of the students into consideration. If – contrary to our expectations – despite generous scholarships the number of applicants in the initial years is lower than the target figures, the quality criteria may on no account be lowered.

Our second operational goal must be to combine this unit with a student and career service section¹¹ at the Hertie School, which will work in close liaison with the employment market and which will set new, high standards in Germany. These endeavors to assist students in finding jobs will be additionally supported through the School's marketing events such as dinner lectures, fireside talks, summer schools, etc.

7. Academic excellence

The Hertie School of Governance must win acclaim as an epitome of academic and scientific excellence. Our major concern here is how, without a history and without the financial security of state universities, such a new institution can become attractive enough to draw international top researchers quickly. Alongside the quality of students, the decisive elements in this respect are research freedom, a lively and performance-oriented intellectual environment, as well as financial incentives.

Despite all of these incentives, it will not always be easy at first to succeed in securing the best teaching and research faculty on the international market. In the long run, the Hertie School is to become one of the best addresses for the most talented in social science disciplines. In the short and medium term, however, the aim must be on the one hand to recruit in particular young academics and scientists who are so successful that they can live with the relatively low job security during the early years of the Hertie School and view their role

11. On the term and debate on it cf. Hans N. Weiler/Katharina Heuer 2003: Career Service und Hochschulreform: Herausforderungen an der Schnittstelle von Arbeit und Wissen [Career Service and Further Education Reform: Demands at the Crossroads between Employment and Knowledge], in: Norbert Bense/Hans N. Weiler/Gert G. Wagner (Eds.) 2003: Hochschulen, Studienreform und Arbeitsmärkte. Voraussetzungen erfolgreicher Beschäftigungs- und Hochschulpolitik [Education, Reforms and the Employment Market. Conditions for Successful Employment and Education Policies], Bielefeld, 213-224.

at the Hertie School as beneficial to their careers. On the other hand, the School needs experienced academics of international repute who seek a new and exciting challenge and have no worries about their future career. In order to draw a few, selected academics in mid-career, cooperation will be sought with established academic institutions in and around Berlin.

The Hertie School must work towards establishing conditions that attract first-class academics. Our operational goals in this context include: a) the establishment of an effective administrative service and the implementation of a flexible teaching load that allows more time for research than is currently the rule at German universities, putting the School on a par with the best international universities; b) attractive salaries with a significant performance-related component to recruit performance-oriented faculty members; and c) networking with the academic and research community in Berlin with a view to creating a stimulating environment and improved job security for the mid-career generation (keyword: joint appointments).

8. A clear research profile

It follows from the above that the Hertie School of Governance cannot recruit its faculty on the basis of a research program developed by its academic leadership alone. We are seeking the best people in competence areas that are defined not through their current research interests and projects but through the curriculum. We are confident that this bottom-up process can be regulated by offering the appropriate incentives in such a way that an optimal link is created between the thematic focus of the curriculum of the Hertie School and the research competencies of the faculty.

As with an outstanding teaching reputation, an excellent research reputation can only grow with time. In addition to the recruitment of first-class faculty, the short to medium-term aim will be to initiate research projects on the transformation of statehood that will establish and secure the reputation of the Hertie School in this field.

It is the task of the Academic Director to provide the incentives for research cooperation and thus to prepare the ground for the development of a research profile. The operational goal in the first years is therefore to initiate a major “Hertie project” on an issue which will have a key function in the further development of the School, and which will bring together the research interests of as many faculty members at the Hertie School as possible.

9. Strategic and academic partnerships

The Hertie School of Governance is to become a small, first-class institution. Partnerships with other academic institutions will therefore be of central importance. The Hertie School cannot achieve its goals if it is not well integrated into the academic community in Berlin or lacks international partnerships. During its initial development, the following partnerships will be of central importance.

- First, the location of the Hertie School of Governance and the European School of Management and Technology (ESMT) at Schloßplatz 1 in Berlin offers a unique opportunity for a Business School and a Public Policy School to cooperate under one roof. As the borders between the state, business and civil society dissolve, this partnership offers exciting opportunities.

- Second, cooperation is being sought with state universities and academic institutions in Berlin. The immense potential of the academic community in Berlin must be exploited in the development of the Hertie School. Cooperation between state institutions and the Hertie School could provide tremendous benefits to both.
- Third, the Hertie School aims to cooperate with other Professional Schools for Public Policy, in order to achieve a high standing and receive international recognition at an early stage.

As the Academic Director, I will work towards implementing the strategic partnership agreement with the ESMT, and foster thematic cooperation in different areas, in the field of Executive Education in particular. With respect to academic partnerships, the Hertie School is currently exploring mutually beneficial forms of cooperation with state universities and is strengthening the close links with the Social Science Research Center in Berlin. Finally, in the establishment of international partnerships, a balance must be found between the compatibility of exchange schemes and the independence needed for the Hertie School to build its own profile. Furthermore, joint schooling and the advanced training of the faculty is an important area of cooperation with other professional schools.

III. Outlook: Management tasks in the second phase of the Hertie School

During the early years of the Hertie School, the leadership of the school will have two principal tasks. In the first phase, it must take dynamic, proactive measures to develop the Hertie School. In this phase, the leadership and the administrative team and the Hertie School of Governance are one and the same. In the second phase, however, as the school becomes more established and regular teaching and research begins, the leadership and the administrative team must retreat and allow the students and faculty room for development. In this second phase, the school's identity will be transferred into new hands. The leadership and the administrative team are then no longer identical with the Hertie School, they now "only" represent and direct it. The identity and image of the Hertie School will henceforth be shaped by the students and faculty. Conceptions of this transformation process must be drawn up at an early stage, as it is of central importance to the school.

It is crucial that the identity of the School develops around the goals described above. These goals can be fostered by the leadership by drawing up contracts by which the individual members of the School commit themselves to the collective goals of the school and which also creates a supportive environment for teaching and research.

The role of the school's leadership will therefore remain central even when the School is flourishing, and this role must be stronger than at state universities. Unlike the principle of status-group participation, which is common to most German universities and which often leads to rigidity and self-obstruction, the Hertie School needs flexible, capable leadership who can serve the tasks and goals of the School effectually. The School's leadership will foster the performance orientation at the Hertie School by creating incentives and carrying out regular evaluations, encouraging a responsive environment to this end.

At the same time, the leadership and the administrative team of the School must step back and work to serve the faculty and researchers. Rather than a strictly regulated and fixed bureaucracy, the administration of the Hertie School must see itself as a flexible service team, and it is the duty of the leadership to ensure this. The leadership and administration will then primarily play a role in creating and maintaining a supportive environment. An environment that allows academic work to flourish – as Aaron Wildavsky, the founding Dean of the Berkeley Graduate School for Public Policy, put it in his introduction to *Building a Public Policy School* – is one where the administration always says “yes”, except when there are good reasons to say “no”.¹²

It is therefore justifiable to expect the Academic Director to make a substantial contribution to the planning and steering of the Hertie School even when it is well established. This task must, however, be carried out cautiously and in cooperation with those involved, at the same time avoiding cumbersome decision-making procedures. The main task will then be to ensure that work continues to hone and improve the School's profile, that networks are extended, that the curriculum and faculty are continually reviewed and improved and – last but not least – that within the School an environment is nurtured that is conducive to high achievement.

By the time the first cohort of Masters students has graduated, the question of a PhD program and its entrance requirements will have been clarified. The question whether to develop a post-graduate “Master of Governance” program must then also be tackled, as well as the issue of establishing an academic board.

12. Cf. also Aaron Wildavsky 1979: *The Art and Craft of Policy Analysis*, Berkeley, Cal. 1979, 416

Our institutional goal should be that within ten years, the name “Hertie School of Governance” will stand for an institution for the education of German and international public leaders that measures up to the scientific standards, the problem-solving orientation and international profile of American role models, but is located in the heart of Europe, shaped by a European political perspective and European values and, last but not least, appropriately adapted to the European employment market. Within a decade, we want to be known as a Professional School for Public Policy that is on a par with the highest international standards, but with a distinct European profile. The Hertie School of Governance is to become a recognizably European institution in the heart of Europe, but one that stands out as a beacon of excellence in public policy education across Europe and beyond.

Summary:

The purpose of the Hertie School of Governance will be to prepare exceptionally talented young persons for public leadership positions. In view of the transformation that modern states are currently undergoing, teaching and research at the Hertie School will focus on the challenges and problems of modern governance in a transnationally integrated world from a European point of view, thereby combining a multidisciplinary approach and a practical, solution-focused orientation with the highest standards of academic excellence.

The structure of the School is modeled on such institutions as the Kennedy School of Government at Harvard University or the Woodrow Wilson School of Public and International Affairs at Princeton University. In order to one day match these institutions in size, significance and reputation, perseverance and a perspective of long-term development are required, and it will be vital in the initial phase to set the course in the right direction. In the medium term, the aim will be to develop the Hertie School into an institution that

- plays a central role in the education of young people for leadership roles in the state, business and civil society in Germany and Europe,
- is internationally attractive for students and enjoys academic recognition by other international public policy professional schools, and
- will develop a unique, distinctive profile as a European Professional School.

In the first build-up phase, the main tasks of the Academic Director in shaping the school are the following:

- The swift preparation of the curriculum, thereby pre-structuring many activities of the Hertie School

- The recruitment of faculty, thereby ensuring that all disciplines are represented by first-class scholars and researchers of international reputation as soon as possible, while at the same time facilitating interdisciplinary communication
- The formal and informal integration of the Hertie School in Berlin and the international community, both through networking and through formal agreements with other Berlin institutions (joint appointments) and other Professional Schools (dual degrees)
- Establishing a first-class Student Advisory and Careers Service to deal with all aspects of student needs ranging from the selection of students to student counseling and career guidance as well as the establishment of networks (through internships, for example) during the study program
- Fostering a research profile that will lend a solid international reputation to the Hertie School projects
- Promoting and coordinating Executive Seminars, Summer Schools and conferences so that the school's marketing and networks between practice and theory are developed rapidly.

The institutional goal should be that within ten years, the name “Hertie School of Governance” will stand for an institution for the education of German and international public leaders that measures up to the academic standards, the problem-solving orientation and international profile of American role models, but is located in the heart of Europe, shaped by a European political perspective and European values and, last but not least, appropriately adapted to the European employment market. Within a decade, we want to be known as a Professional School for Public Policy that is on a par with the highest international standards, but with a distinct European profile. The Hertie School of Governance is to become a recognizably European institution in the heart of Europe, but one that stands out as a beacon of excellence in public policy education across Europe and beyond.

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His most important publications include *Governance and Law in Postnational Constellations* (2004 co-author), *Globalizing Interests* (2004) *Frieden und Krieg* (2003), *Regieren jenseits des Nationalstaates* (1998), and *Interessen und Institutionen* (1992), and he has also contributed to numerous academic journals (e.g. *World Politics*, *European Journal of International Relations*, *International Studies Quarterly*, *Zeitschrift für Internationale Beziehungen*, *Politische Vierteljahresschrift*) as well as edited volumes on such issues as international institutions, globalization and denationalization, and theories of international relations.



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