

The most cost-effective way of printing a journal is in integral multiples of sixteen pages, called an "envelope." (Fold a sheet of paper three times to understand why.) When we edit material for this journal, it therefore often happens that at the last minute we hold over an article to a subsequent issue in order to remain within our usual limit of 96 pages. When that happens, any references to content in these editorial comments should also be changed. In our last issue, the former took place, but the latter did not, and "From the Editor's Desk" was all about an article by Tony Dickson which is actually appearing only in this issue. That's rather embarrassing, and I apologize. Actually no reader complained, which either indicates a gratifying degree of forbearance, or else that no one reads these editorials.

I do want to reiterate my pleasure at carrying a contribution from abroad, and am happy to report that at least two others are in the pipeline for probable publication in the next issue. I recently participated in two international conferences on higher education in Amsterdam and in Paris. I also spoke to a meeting of campus heads of the University of Quebec. All three occasions showed once again the essential similarity of the challenges facing higher education in all industrialized countries. All showed as well increasing interest in the basic conception of a regionally oriented, regionally responsive, and regionally interactive university. Many colleagues wanted to know about metropolitan universities, and I believe that a number of institutions in Canada, the UK, and elsewhere will join the Coalition once it opens its ranks to universities in other countries.

This issue is devoted to the challenges of leadership in metropolitan universities. Chuck Ruch, President of Boise State University, conceived of this theme and brought together an outstanding group of authors who produced excellent articles on various aspects of the topic. I am most grateful for his work.

It is interesting to note that leadership is an issue on which there exist significant differences between universities in this country and those in most other countries. On the whole, the traditional European universities and their counterparts in a number of other countries have no tradition of leadership at any level except at that of the professor who holds a chair in a designated field in which he or she (mostly he) has substantial autonomy over both the research and the instructional program. The total authority of the traditional *Ordinarius* or equivalent of the continental university has been attenuated in recent decades, but mostly by the creation of University Councils rather than by giving more responsibility to deans of faculties or rectors/presidents of institutions. This has become a matter of current concern and debate because of a strong trend in most countries to decentralize systems of higher education and to reduce the micro-management of curriculum and other matters by a central ministry. As a result there exists a certain power vacuum between the national authority at one end, and the faculty at the other. Many who are skeptical about innovation being generated at the faculty level see this as a barrier to change, while others view it as a good way to move toward the diversity and flexibility of response required by contemporary conditions. The debate is very interesting to an observer from the United States.

Call for Contributions

Metropolitan Universities continues to welcome the submission of unsolicited manuscripts on topics pertinent to our eponymous institutions. We seek contributions that analyze and discuss pertinent policy issues, innovative programs or projects, new organizational and procedural approaches, pedagogic developments, and other matters of importance to the mission of metropolitan universities.

Articles of approximately 3,500 words should be intellectually rigorous but need not be cast in the traditional scholarly format nor based on original research. They should be *useful* to their audience, providing better understanding as well as guidance for action. Descriptions of interesting innovations should point out the implications for other institutions and the pitfalls to be avoided. Discussions of broad issues should cite examples and suggest specific steps to be taken. We also welcome manuscripts that, in a reasoned and rigorous fashion, are *provocative*, challenging readers to re-examine traditional definitions, concepts, policies, and procedures.

We would also welcome letters to the editor, as well as opinion pieces for our forum pages. Individuals interested in contributing an article pertaining to the thematic portion of a forthcoming issue, or writing on any of the many other possible subjects, are encouraged to send a brief outline to either the appropriate guest editor (addresses available from the executive editor) or to the executive editor. Letters and opinion pieces should be sent directly to the latter:

ERNEST A. LYNTON
14 Allerton Street
Brookline, MA 02146
TEL.: 617/232 5046
FAX.: 617/566 4383

Please share with the readers of *Metropolitan Universities* information about the interesting and innovative programs, projects, and policies on your campus from which other metropolitan universities can learn. We should once again like to carry a section on Interactive Strategies in each issue. The purpose of this section is to draw attention to new ideas at an early stage of development. Please send a brief description of up to 500 words, together with the name and address of an individual to be contacted for additional details, to Dean Karen A. White, College of Fine Arts, University of Nebraska-Omaha, Omaha, NE 68182; Telephone: (402) 554-2509; Fax: (402) 554-3436.