

THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR
VISITING ADVISORS REPORT

NOVGOROD STATE UNIVERSITY
NOVGOROD THE GREAT, RUSSIA

May 19-25, 2000

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General Overview

Yaroslav-the-Wise Novgorod State University was formed in 1993 as a comprehensive university that merged existing educational enterprises. It consists of four institutes (Medical Education, Humanities, Continuous Pedagogical Education, and Economics and Administration), an Agricultural Academy (which is in effect equivalent to an institute), four university faculties that were the core of the older Novgorod Polytechnic Institute, and five colleges.

Novgorod State University (hereafter referred to as NovSU) is situated in the city of Novgorod the Great with a population of approximately 250,000 and in the Novgorod oblast (region), which has a population of 700,000. The city and the region have a rich history of valuing culture and education, and its strong democratic impulses trace their origin to the eleventh century. Moreover, it is evident that NovSU is regarded as vital to its region, and indeed it enjoys very close ties with both the city and regional governments.

The team was asked to address some of the major challenges faced by the university, as defined by an excellent internal self-study set of working teams organized under the leadership of its energetic president, Anatoly Gavrikov. We repackaged these into three major categories: the administrative and organizational structure of the university; the financial and fund-raising or resource development needs of the university; and the vital arena represented by the emerging significance of the information technologies. In examining these areas and engaging in robust discussion and exchange with representatives and leaders of NovSU, we also identified other areas deserving of special attention. We concluded that all of the major problem

areas intersect and relate to each other under the assumption that there is one common objective for the future development and strengthening of NovSU: that it attract resources; that it grow into an even more integrated or unified comprehensive university than it is today; that it be of increasing service and utility both to the Novgorod region and surrounding areas of Russia; and that it promote its international mission, which will also assist NovSU in attracting resources from within Russia and from abroad.

As we learned more about NovSU, it became immediately evident that this is a forward-looking university striving to be as entrepreneurial and inventive as possible in attracting resources, especially under the difficult circumstances that characterize Russian higher education today. Moreover, this is a university in which many of its leaders are eager to be fully engaged in collaborative partnership ways with the economic and social interests and needs of the Novgorod region—and that it is also committed to participating internationally in the world's global economy and society. We concluded that NovSU, beyond a primary obligation to its region, has the potential to serve other regions surrounding the Novgorod oblast. Its attributes and strengths are in a sense larger than its relatively small region of only 700,000 people.

One of our recommendations is that, when feasible and allowed by the central ministry in Moscow, NovSU build on and expand branch campuses and operations not only within the Novgorod oblast but in surrounding areas—in short that it develop niches where it can make unique contributions to this part of northwestern Russia. We would hope that the two dominant national universities of Russia (Saint-Petersburg State and Moscow State) <u>not</u> dominate all educational services in western Russia. We further believe that NovSU must work diligently to establish and publicize its special emphases and strengths and to identify priority areas that it chooses to promote, both in its regional and international roles. We believe it imperative that NovSU single-mindedly work to help publicize and market itself. It has much to offer, but nothing will occur unless the university aggressively publicizes its unique emphases.

We also report how impressed we were with the energy and vision of President Gavrikov, and the remarkable progress he and his leadership team have made in implementing a practical reform agenda for NovSU.

Because we were so impressed with the directions charted by the university's president, we make three strong general recommendations for the president and his leadership team. The first is that to achieve the more effective integration and utilization of the resources of the university, it needs to have a clarified structure in which it is unequivocally clear that the university president is <u>the</u> leader for the total comprehensive university. Obviously, he must work closely with the individuals who should be his leading associates—not only the vice-presidents or vice-rectors, but also the rectors of the four institutes and the Academy. Without prescribing a precise organizational model, we believe that NovSU can move to its next stage of development by building on the good team spirit that already clearly exists and by integrating the rectors into a leadership team led by the President.

In short, we believe that the future of NovSU depends upon having a president with powers commensurate to his great responsibilities. This in turn requires able and influential rectors who, in addition to their responsibilities for managing their institutes also see themselves as part of the corporate or university-wide team for the entire university. For example, in addition to the other structures that exist within NovSU (such as the Scientific Council) we suggest consideration of an executive leadership committee of the president. As the chief executive of NovSU, the Cabinet might consist of the rectors and the university-wide vice-rectors, so that all in this structure see their responsibilities as being to the welfare, benefit and development of the total university, as well as to their important institutes and operations. The precise structure is less important than the acceptance of a concept that all NovSU leaders, regardless of their specific responsibilities, see themselves as part of a cohesive comprehensive university.

Our second major recommendation, which will be further discussed below, is that given the changing demography of Russia today, it is strategically imperative for NovSU to analyze and examine very carefully the implications for its student enrollment. The declining birthrate and an aging population suggest that enrollment dependent on so-called “traditional” age students (17 to 22) will continue to be very important, but this pool of potential students will continue to decline. Simultaneously, the economic success of the area requires continuous education for its workforce.

These are major issues to be examined by NovSU. They involve the ability and the need to provide educational services to older and part-time students, many of whom will have constantly changing educational needs and requirements in the knowledge society that increasingly characterizes the world today. To the extent that resources for NovSU depend on attracting students who can pay for the cost of their education in addition to those fully subsidized by the state, it strikes us that planning for NovSU must address as a high priority both the changing student demographic circumstances in Russia and its particular region. There is a need for an energetic enrollment policy, including perhaps changes in teaching geared to changing and diverse student needs. These changes should take careful account of the needs of business for an educated and trained workforce.

Third, we were enormously impressed by the openness and vigor of the four working groups organized as part of this self-study by NovSU for the Visiting Advisors Program of the Salzburg Seminar. It is clear that there is a sense of spirit and cohesion, nourished by open debate and argument among the working group members, and we strongly urge that this vehicle be retained. We therefore recommend that the working groups continue together as a Long Range Planning Committee for NovSU, looking at strategic as well as tactical directions—and that they be seen as the lead planning group to advise the president, who should chair this effort.

Consistent with these general observations and recommendations, we now turn to the three main issues or problem areas we examined and make our observations and recommendations.

Administrative and Organizational Structure of Novgorod State University

As noted, NovSU was founded in 1993 through the merger of existing and independent institutes, and the structure and organization of the university understandably continues to be one of its major problems. It consists of an academy and four institutes, all of which are divided into several specific faculties; in addition there are four university-wide faculties. Not surprisingly, the institutes and the academy tend to maintain strong and quite independent positions, while the faculty groups, both those within the academies and institutes as well as the university-wide one, are reluctant to change the existing organizational structure. Indeed, it was made clear that no major changes would occur before 2002, when the Federal Ministry of Education would presumably accredit and make some important judgments regarding NovSU. This is a significant matter since, despite all of the financial challenges, the university depends on the federal government for approximately 58.6% of its resources.

We regard the current organizational structure as somewhat wasteful. It appears to be a source of tensions within the total university-wide community, and therefore an obstacle to the further development and improvement of the university as a whole. Although we have no intention, much less ability, to prescribe what changes might be made, we strongly urge that the president and the university community rethink the existing university structure. They should do so with a view to its simplification, so that it can be even more rational, efficient, and effective in controlling costs and generating additional revenues. A more simplified and unified structure could bring about a number of positive incentives, including, for example, these:

(1) A single strong center of power with the president as its chief executive officer, perhaps in coordination with a cabinet comprised of rectors and vice-rectors as mentioned in the general overview.

(2) A greater growth of a sense of integrated community commitment to the development and improvement of NovSU.

(3) An elimination or shortening of some of the bureaucratic and legal procedures that inevitably slow decisions and consume valuable staff time.

(4) A tightening or shortening of the distance between the university president and its professors, students, and staff employees.

(5) A reduction, where practical, of some of the administrative positions in order to generate savings by increasing the percentage or ratio of academic staff to administrative staff.

(6) Finally, in consequence of these and other similar steps, a significant savings of money, bureaucratic and paperwork involvements, and, very simply, time—a most valuable commodity in any university.

We believe that one way to achieve these results, which is also consistent with our recommendation for maintaining the working groups as a planning committee for the university, would be to stimulate a major discussion on the mission of the university. The idea would be to debate and discuss and emerge with a set of strategic plans for the future developments of NovSU—both short-term and especially middle and long-term plans. We were enormously encouraged to note that the president and the rectors favor strategic thinking and the development of plans for the future of NovSU. While some participants in the discussion groups candidly admitted that they were not as well informed as they might be on these matters, they expressed their eagerness to take part in the debate if such an opportunity could be provided. However this is pursued, a mission statement, with the establishment of priorities based on planning for the future role of the university, should include such items as these:

(1) Service to the Novgorod oblast and other surrounding regions, and to Russia as a whole—including the examination of new opportunities linked to the rich history of the Novgorod region such as its ethnology, history of art, and similar cultural strengths.

(2) Best prospects for development in research, teaching, retraining of the population, including extramural and distance learning education (which is becoming extraordinarily important worldwide), and opportunities for international cooperation that are beneficial to NovSU and its region.

(3) A candid analysis, with recommendations for change, of the internal organization of the university as already noted, including also an examination of opportunities for the development of NovSU branches and centers both within its oblast and surrounding regions.

(4) Again, as already noted, an examination of student trends in the changing demographic circumstances of Russia, and opportunities for the attraction of international students in selected areas related to the special strengths of NovSU. Finally, under this heading, the team strongly recommends and encourages the president and the leadership team to continue to draw their attention to the issue of internal assessments of NovSU's educational programs. Despite the discomfort of some professors with rigorous internal self-examination (something true in most universities around the world!,) there are demonstrable benefits to a university that is carefully focused on its quality. We believe that the emphasis should be on improving the quality of its teaching, and that creating tools for

evaluating the quality of its personnel is essential. This kind of internal quality self-assessment could become a major dynamic factor in improving the position of NovSU both nationally and internationally.

Institutional Resources: Financial Realities and Fundraising Initiatives

Early in our visit, the team decided that we would consolidate the two closely related areas of finance and fundraising (Working Groups C and D) under one heading: institutional resources. Meeting with the NovSU groups, the team examined the university's financial realities including external, internal, and political contexts; we tied the issue of finances to the mirror issue of institutional fundraising, with special emphasis on attracting funds from new sources. We divide this part of our report into three headings: the process, observations, and recommendations:

Process

To start the examination, we drafted a "Resource Diversification Income Matrix" that is appended as Appendix A. The left column lists categories derived from NovSU's written materials as revenue-generating categories, i.e., course payments, services, research, grants, etc. At the top of the table specific sources for income generation are listed, such as federal, regional, industry, and philanthropy. We prepared a second matrix, Appendix B, that focuses on expenses. The left column lists major expense categories, such as salary, scholarship, physical plant, and computers, etc. This expense matrix shows specific sources of revenue to meet such expenses as federal, regional, industrial, or philanthropic. Anatoly Gavrikov and David Warren jointly chaired this working group of NovSU participants and Salzburg team members. They evaluated the current performance of NovSU in utilizing these potential income and revenue sources by indicating where NovSU currently derived its income and generated its expenses. The NovSU participants then gave an oral report to the entire group, leading to a lively discussion.

Observations and Recommendations

Our observations are as follows:

(1) NovSU currently utilizes all the income and revenue categories listed on matrixes A and B.

(2) Certain revenue categories are regulated by the federal or regional authorities and cannot be modified by any unilateral actions by NovSU.

(3) Significant interest and energy exist among the NovSU team to explore new initiatives; however "start-up funds" or "seed money" are inadequate or simply do not exist.

(4) Incentives for fundraising at the level of institutes and major units need to be created that will provide some percentage of newly generated revenues to be retained automatically by the faculty and units.

(5) A comprehensive marketing strategy that coordinates NovSU, regional governments, and industry interests should be tied to a strategic fund-raising plan for these three interests. It should identify in advance the mission and strengths of each of these, while detailing specific fund-raising goals and timetables.

We therefore make the following recommendations:

(1) New resources from within NovSU might be freed up for marketing and matching fund purposes by simplifying the organizational structure of the institutes and specialties and by eliminating administrative overlap and redundancies. We realize that major efforts to reduce costs have already been made; we applaud these but simply suggest that a further look be taken at possibilities for saving scarce resources.

(2) Wherever possible the expense of indirect costs (which are real) for such purposes as utilities, libraries, equipment and supplies should be built into grants; in other words, grants should reflect the true expenses incurred by NovSU.

(3) The recruitment of international students should be targeted in the areas of information technology training, medical training, and language training in the Russian language, and should include information on Russia's rich culture. NovSU has strengths in these areas and international students are a source for generating revenue—enhanced by the fact that Novgorod provides a most attractive setting for study, work, and leisure.

(4) Some essential community services, such as heating, telephone, and electricity costs, might be funded by local industry or the regional governments in exchange for low-cost or no-cost research by NovSU professors, or through the device of loans. NovSU faculty and staff could be detailed to provide for specified times and assignments to assist local industry and the government, in return for the funding of certain essential services.

(5) Branch campus centers or initiatives in collaboration with other higher education institutions should be established by NovSU in surrounding regions not served by Moscow State or Saint-Petersburg State. NovSU should identify underserved regions and fill the niches with programs that it can efficiently and effectively provide outside of Novgorod the Great, or through its information technology and Internet capacities.

(6) Finally, we suggest that NovSU promote the concept of student loans. Such loans might be provided directly by the federal government or the regional government or local industry—with the student in turn being obligated to work for some specified time after graduation for the party providing the loan. Alternatively, loans could be provided by banks, with the federal or regional governments or local industry providing certain guarantees against default.

Some Additional Observations and Recommendations

As the team discussed issues and opportunities with the working groups dedicated to finances and fund-raising, we came to some further observations and recommendations. A number of NovSU working groups members called attention to the expected student body of the future, which will be older, more part-time and more composed of working students who will join the traditional age students. This leads us to note the enormous importance of the need for constant retraining and developing new skills for the future workforce of Russia. We, therefore, make the following recommendation: that as part of the continuing long-range planning by NovSU, a university-wide committee be specifically assigned as part of the long-range planning effort to focus on the needs of the changing student body. It would be asked to make recommendations responsive to these changing needs, including those of business. These recommendations of course should be focused on assuring quality education and the development of the highest possible standards throughout the educational system.

Our dialogue and discussions also impressed upon us the need for promoting further educational integration within the university. We believe that this could result in attracting new students to NovSU, both from the region and internationally. Accordingly, we make the following recommendation: that NovSU complete developing a university-wide credit, which could use the European Credit Transfer System (ECTS) to promote cooperation between internal university departments and faculties. Furthermore, such a system could assist in forming partnerships with other national universities in Russia and with international universities. We also recommend that institutional integration within NovSU is essential to forming partnerships that could achieve a great expansion of distance education. A coalition of internal partners within NovSU could coordinate and collaborate in such a way to attract larger grants of money in the future, and work productively with external organizations.

The Information Technologies: A Key to the University's Future

The team's discussions with the NovSU working group charged with examining the information technologies, as well as our general observations, make one thing crystal clear: NovSU has already made significant strides in information technology. It is one of its emerging strengths that provide an

enormous opportunity for this university to be of service to its region and beyond. Our basic recommendation is that we applaud the high priority being given to the information technologies. We urge that further investments continue to be made to the maximum extent possible, recognizing that such investments will not be possible unless some of the proposals we make for internal savings and for external entrepreneurial activities can be implemented. We suggest that the president and leaders of NovSU continue to pursue outside potential donors interested in NovSU (such as the Soros foundation) as well as the federal government. Additional investments in the information technology arena can be justified on the sound premise that this is essential to economic and social development in the knowledge society of the twenty-first century—and that NovSU is already positioned because of the talent of many of its staff to provide leadership in this area.

We recognize that investments in the information technology arena are expensive, and we therefore strongly recommend that the budgeting and development of the IT area continue to be centrally controlled. It is simply impossible for every institute and unit to duplicate resources in this area; they must be maximally coordinated and integrated throughout the university.

Moreover, we believe that the information technologies are not merely a tool and a general resource, but also an educational vehicle that ought to be integrated in the curriculum of the various institutes, faculties, and units of NovSU. In short, the IT area must be seen as part of an integrated curriculum—not just as a vehicle to distribute information and courseware through various distance learning approaches. We applaud the focus that is being given to distance learning, for it fits with our judgment as to how NovSU can truly serve the diverse population in the Novgorod region and in other adjacent regions of Russia. Finally, we note that the educational opportunities for training information technology professionals are important both for Russia and for attracting international students. Many countries face enormous shortages of IT personnel and NovSU can market effectively in this area, as it can with regard to medical education and language training.

Concluding Comments

The Salzburg team recognizes that our observations and recommendations are clearly on the side of boldness. We understand enough to know that our recommendations are demonstrably complex and in some cases certainly controversial. We also recognize that our own perspectives and experiences may be inadequate to understand fully the realities and complexities of Russia, its higher education system, and the unique institution that is NovSU. Our recommendations therefore involve educational, economic, and political assumptions that must be tested by the leadership of NovSU both for their prudence and their practicality. But we firmly believe that if NovSU is to continue in the direction that its president and others have charted, new financial resources are absolutely essential, and that this university must be unusually entrepreneurial and willing to take risks.

Nothing of value comes easy, and that is true of our recommendations. But we also firmly believe that the alternative—no new funding for NovSU—is unacceptable to the leadership of this university and its aspirations. Its future depends on tapping new revenues, creating new incentives and organizational structures, and building new partnerships both internally within the university and externally.

We believe that more than anything else NovSU needs a targeted list of new revenue and fundraising opportunities—and a plan to secure them. The political will—and the educational commitment—to succeed is present, and Yarovslav-the-Wise Novgorod State University has the right president, administrative leadership, and faculty and staff in place to progress even further. We believe that this venture is important for the Novgorod region and all of Russia, and indeed the international community of which this university is a part. We conclude by expressing our best wishes for the future development and improvement of this exciting, and developing comprehensive university.

Visiting Advisors Team

Roman Duda **Poland**

Dr. Duda is the former Rector of the University of Wroclaw, Poland. From 1989 to 1991 he was a member of the High Chamber of Parliament and in 1991 served as the Deputy Minister of Education. He taught at the Polish Academy of Sciences (PAN) for several years, the same institution from where he earned his Ph.S. in 1961. After returning to the University of Wroclaw in 1981, he served as chair of the Department of History and Methodology of Mathematics at the Institute of Mathematics. He completed his studies in mathematics at the University of Wroclaw in 1956.

Helene Kamensky **Russia**

Dr. Kamensky is the Russian Program Coordinator of the Salzburg Seminar's Universities Project, based in Salzburg. In addition to her work with the Universities Project, she is a lecturer in philosophy and Russian studies at the Universities of Salzburg and Vienna. Previously, she was a research fellow at the Institute of Scientific Theory, Salzburg International Research Center. From 1985 through 1989 she was Dean of the Faculty of Foreign Languages, Novosibirsk State Pedagogical University, Novosibirsk, Russia. Prior to this appointment, she served the same institution as associate professor in the Department of Philosophy. She earned a Ph.D. from the Department of Logic and Epistemology at the Russian Academy of Sciences in 1984.

Peter Magrath **USA**

Dr. Magrath assumed the presidency of the National Association of State Universities and Land-Grant Colleges (NASULGC) in 1991. With a long history of leadership in international education activities, Dr. Magrath was appointed in 1992 to a commission on the Future of the National Science Foundation to help chart future directions for the foundation. A political scientist with a Ph.D. from Cornell University, Dr. Magrath served as president of three universities: the University of Missouri System, the University of Minnesota, and the State University of New York at Birmingham, and held faculty and administrative posts at the University of Nebraska in Lincoln and Brown University. He is also the author of numerous books, monographs and articles.

Janice Ryan **USA**

Sister Ryan is education director for U.S Senator James M. Jeffords of Vermont. She served as President of Trinity College of Vermont from 1979-1996, where she continues as a professor of education. During her tenure as Trinity College president, she was active in many state and national boards including the American Council of Education, the National Association of Independent Colleges and Universities, and the Council of Independent Colleges. From 1974 to 1979, she served as executive director of the Association of Retarded Citizens of Vermont, and has lobbied for the rights of mentally disabled citizens in the state legislature and U.S Congress. Sister Janice also serves as a project director for the National Conference of Catholic Bishops on the Catholic Campaign to Ban Landmines. She received

her undergraduate education at Trinity College and completed her graduate studies at Boston University.

David Warren USA

Dr. Warren is president of the National Association of Independent Colleges and Universities, an organization that represents the public policy agenda of more than 900 institutions before the legislative, executive and regulatory branches of the US government. Dr. Warren accepted this position after serving as the president of Ohio Wesleyan University from 1984 to 1993. While in Ohio, he was appointed by the governor as chairman of the Ohio Ethics Commission. A former Fulbright Scholar in India and Rockefeller Fellow at Yale University, Dr. Warren earned master's degrees in both divinity and urban studies at Yale University, and a Ph.D. in higher education administration from the University of Michigan.

THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR

Universities throughout the world are undergoing systemic changes in their governance, academic design, structure, and mission. The Salzburg Seminar's Universities Project focuses on higher education reform in Central and East Europe, Russia, and the Newly Independent States as universities in these regions redefine their relationships with governments and try to become more integrated into the global intellectual community.

The Universities Project is a multi-year series of conferences and symposia convening senior representatives of higher education from the designated regions with their counterparts from North America and West Europe. Discussion in the Project's programs focuses on the following themes:

- University Administration and Finance
- Academic Structure and Governance within the University
- Meeting Students' Needs, and the Role of Students in Institutional Affairs
- Technology in Higher Education
- The University and Civil Society

OBJECTIVES

Universities and other institutions of higher learning are seeking to reshape themselves in ways that will prepare them more fully for the twenty-first century. Even as these institutions are considering extensive systemic changes in their academic design, structure, and mission, all desire autonomy in governance and in their intellectual life. Accordingly, the Universities Project aims to promote the higher education reform process by inviting senior administrators to participate in conferences and symposia concerning issues of university management, administration, finance, and governance.

VISITING ADVISORS PROGRAM (VAP)

The Salzburg Seminar launched this enhanced aspect of the Universities Project in the autumn of 1998. Under this program, teams of university presidents and higher education experts visit universities in Central and East Europe and Russia at the host institutions' request to assist in the process of institutional self-assessment and change. By the middle of 2000, seventeen VAP visits will have taken place, twelve to universities in East and Central Europe, and five to Russian universities. A full schedule of visits is planned for 2000. The addition of the Visiting Advisors Program brings to the Universities Project an applied aspect and serves to enhance institutional and personal relationships begun in Salzburg.

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FOR MORE INFORMATION

For more information regarding the Salzburg Seminar's Visiting Advisors Program, the Universities Project, and Salzburg Seminar programs, please contact one of the Seminar's offices below.

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