

THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR
VISITING ADVISORS REPORT

NOVOSIBIRSK STATE UNIVERSTY
NOVOSIBIRSK, RUSSIA

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Introduction
The first impression of Novosibirsk State University (NSU) is that of an impressive campus set in a beautifully wooded part of Siberia, some thirty kilometers from the city of Novosibirsk. The pleasant weather and the warm autumn sun during our visit made it look all the more spectacular. NSU, one of the newer Russian universities, celebrated its 40th anniversary in September 1999. Despite its relatively recent establishment and its small size it is one of the most famous and prestigious universities in Russia.

NSU offers challenging and innovative programs for students in physics, mathematics, chemistry, biology, environmental problems, economics, sociology, geology, geophysics, computer science, history, philosophy, psychology and philology. Today, NSU numbers more than 5000 students. The total number of teachers is 1735. NSU is a progressive university striving with confidence to strengthen its position by its internationalization. One of the strategies at NSU is the establishment of key international linkages with selected universities in countries throughout the world. Thus NSU cooperates with Stanford University and the University of Chicago in the United States and six universities in Germany.

NSU administrates two special schools to identify talented young students: the Higher College of Informatics and the Physics and Mathematics Boarding School which is now called the Special Teaching-Science Center of the University. Both schools have a special system to select talented students. NSU arranges multi-stage competitions among school children in physics,

mathematics, informatics, chemistry and biology. At each stage, students compete with each other first at the school level, then at the city and finally at the regional level. These competitions cover the territory of the whole of Siberia, from the Urals to the Far East and Kazakhstan.

Only the best at each stage are admitted to the next stage of the competition. And the best among the best (about 650-700 participants) are invited to the summer school of physics and mathematics where they study and take their final tests for admission to the Physics and Mathematics Boarding School or to the College of Informatics. The academic programs at these schools are geared to gifted children. After graduation, students must pass entrance examinations to the university, thus setting a high level of requirements for other applicants.

Our team was very impressed by the hospitality extended to us by the Rector and his team. NSU administration and staff were gracious hosts and did their best to make our visit as pleasant and productive as possible. We particularly appreciated the openness, candor and vigor that characterized every phase of the visit.

The shape of the mission involved seminar-type discussions, focused largely on the three main topics identified by the University – university administration and finance, academic structure and governance within the university and student needs and the role of students in institutional affairs. In preparation for the visit, NSU conducted a self-study that brought forth the most crucial questions faced by the university with regard to these issues. We reviewed the results of this self-study along with many documents and data compiled by NSU. These materials provided valuable background information for the visit.

It is important to emphasize that the purpose of our visit was not to perform a formal evaluation of NSU, but to share our observations and offer our recommendations on the issues presented to us. We relied on the available information and documentation, on the perspectives of the individuals we met and on our own familiarity with other systems of higher education. We fully realize that as outsiders who have spent only one week in the Akademgorodok that we may not understand all the complexities of the Russian society and its higher education system, especially during this period of transition. Therefore whatever we say must be tempered with this understanding. However as outsiders we bring distance and objectivity which, along with our personal and international experience, we hope will be of some modest value in reshaping the University.

Research, NSU and the Academy of Sciences

A compelling observation is the unique relationship that exists between NSU and the Siberian Branch of the Russian Academy of Sciences (SB RAS). NSU was originally established to implement the idea of integration of science and education. Established as part of the Siberian Branch of the Russian Academy of Science, NSU has become a brilliant example of how to

successfully integrate education and research. The twenty four Institutes of the Academy, with its 6000 researchers (together with the University), have enabled the production of high quality graduates and research of outstanding quality, comparable to the best in the world.

The students obviously benefit enormously from teachers who are actively involved in research. Over 110 scientific schools located within laboratories equipped with up-to-date facilities are headed by prominent scientists. Students work there side by side with scholars, thereby providing for future generations of scientists. In addition, staff and students benefit from the State Public Scientific and Technical Library of the Siberian Branch of the RAS.

This unique relationship and "Centre of Excellence" is a resource that is not only of great value to the Russian people but to the world. Therefore it should be retained, consolidated and strengthened. The advisory team is convinced that the unique and mutually beneficial relationship between NSU and the Academy should be highly valued.

NSU and the Needs of Society

NSU has the profile of a research oriented university with a special focus on basic or fundamental research. Contrary to the notion of applied research, basic research has no direct and visible impact on society. Thus it is especially jeopardized in times of budget cuts such as those taking place currently in Russia. Therefore NSU has to deal with the problem of how to adjust its research and teaching to the needs of the Russian society in order to convince Russian public opinion that financial and political support of universities is useful. There follows below a method of "goal planning" which enables universities to direct their activities increasingly for the benefits of the society. It is our hope that this might be of some use for NSU.

In general, the function of universities is to create benefits by transferring scientific knowledge to society. Universities create "public goods," which is the rationale for the public financing of universities. The knowledge transfer is effected by imparting accredited qualifications to the graduates and by actively communicating the results of research to the society. During recent years, western universities have came under pressure from public opinion because their contribution to the society is not very clear. They are alleged to hide behind the paradigm of autonomy as "ivory tower" self-sufficient institutions. (a reproach made especially to basic research as realized in Akademgorodok). Under the new paradigm of so-called "new public management" the planning of the core processes is therefore adjusted to a stronger "*product-orientation.*" This concept of business administration is characteristic of private companies and therefore needs to be carefully adapted to non-profit organizations and the special culture of knowledge organizations such as universities. However, even if a one-to-one transfer is neither possible nor desirable, it remains the duty of universities to be concerned about the benefits to their external surroundings which derive from

their internal activities. This approach can only be matched if the planning and evaluation of university activities is guided by an appropriate methodology. One possible approach consists of making a distinction at three levels:

- The first level consists of the planning and evaluation of the ***services*** universities can offer to their clients or users (students, companies etc.). These services need to be of practical benefit for the clients. They are comparable to the "products" in the for-profit sector on the market.
- Universities strive for the achievement of further ***objectives*** behind the mere offering of these services. They consist of the successful using or consuming of the services by the clients. For example, "success" in the field of teaching could mean that students become graduates.
- The third dimension consists of the benefits for the clients or society, meaning the reasons which explain the importance of achieving the objectives. We refer to them as the ***outcomes.***

Objective Planning((examples are chosen from the field of teaching; similar examples could be cited from the field of research):

1. Services/Products: What do we offer our clients (e.g. places in our study programs) in which quality (e.g. knowledge, methods, skills, international exchange programs, life-long-learning) and quantity (the numbers required for society's needs) are paramount
2. Objectives: How do we want our clients to make use of our services? (e.g. students are expected to graduate)
1. Outcome: What is the benefit for society? (e.g. graduates bring a higher level of knowledge into society thus providing a basis for economic growth and welfare). What is the benefit for the graduate? (e.g. better position in the labor market, higher income)

These levels of distinction avoid isolated "product-orientation." The result is both holistic planning of innovations with a focus on the contributions of NSU to Russian society, and a higher level of internal discussions, debates and even conflicts about these questions. Objective planning would help ensure that the needs of Russian society with its new realities are met. In the discussion that follows we develop some examples for "objective-planning." They consist of the allocation of research-orientated companies near the campus (e.g. biotechnology, information technology) and the creation of a new campus for continuing education in the City of Novosibirsk. Both are described in more detail in this report.

Quality Assurance

Increasingly, universities are being asked to be accountable for the way in which they expend their resources and for the quality of the program offerings and research. In a free market economy, firms which employ university graduates want some assurance about the quality of these graduates—whether they are employable or whether there is a disjuncture between their education and training and the requirements of the work place.

It is significant that for some twenty years NSU has undertaken student evaluation of faculty members. It is noted that the purpose of these evaluations are :

- provide feedback
- assess the quality of teaching
- determine the demand in certain courses
    - identify problems occurring during teaching.

These evaluations are undertaken largely by faculty chairs and the teachers, but rarely by faculties and the university administration. NSU must be commended for pioneering these evaluations which surely contribute to the improvement in the quality of teaching. However, this is only one aspect of the assessment of quality. A comprehensive quality assurance system would comprise the following aspects :

- Institutional evaluation – which examines in general how the institution is managed : its finances, personnel practices, consultative and conflict resolution mechanisms and other administrative practices such as the hiring and dismissing of staff etc.
- Program assessment – this involves the curriculum, syllabi, teaching and learning, innovative practices etc. including student assessment of faculty
- Research assessment – the quality of research staff, the funds generated, the quality and quantity of research output etc.
- Quality improvement – having identified any shortcomings in the above assessments, remedial measures are suggested, implemented and monitored.

Quality assurance (QA) is not restricted to the evaluation of the *services/products* by the clients which is already realized at NSU, such as student evaluation of the teaching process. It consists also of the evaluation of the *objectives*, such as student grades, by monitoring the *outcome* (acceptance of the grades in the labor market, income of students etc.) The University is informed about the quality of student grades only if the success of its alumni in the labor market is compared with alumni from other universities in the same study fields. The mere number of grades awarded to students would seduce universities to deliver low-level diplomas. Finally, a very important element of quality assurance as indicated above consists in the follow-up, i.e. the consequences for improvement drawn from the evaluations.

An often-used procedure for QA consists in peer review. In a *first internal step* NSU would prepare a self-assessment report on its teaching and programs based on a SWOT-analysis (strengths, weaknesses, opportunities and threats). In a *second external step,* peers from other universities, alumni, employers etc. study the self-evaluation report, visit NSU for approximately two days, have discussions with staff, students and Rector/vice-Rectors/deans and write an external report which leads to concrete recommendations for change. Finally, NSU deliberates on these recommendations and decides how to improve teaching and research. In a

third step these decisions could potentially be realized through the method of project-management.

Step 1	**Step 2**	**Step 3**
Internal Evaluation by faculty	External Evaluation by peers	Follow Up by faculty
SWOT-analysis in the field of teaching, research, international relations, management etc.	Selection of external peers, Visit of faculty by peers	Establishment of action plan Prioritization and operationalization of actions
Self-report	Report by peers with recommendations for change processes	Realization of change processes

In summary, in order to accomplish the above, the methodology usually followed is a definition of the notion of quality, a self-assessment exercise, an evaluation by an external body, and the preparation of a report which is usually made public. Such an exercise is undertaken in three to five year cycles. In some countries, universities are ranked based on these findings. Our sense is that these comprehensive processes are not fully developed in Russia nor are they fully developed in many countries. NSU might wish to begin implementing some of these measures as a regular internal assessment exercise which rotates through different departments.

Student Matters and Teaching – Postgraduate Programs on Second Campus

One strategy to strengthen the institution is to expand the numbers of students by enrolling tuition fee-paying students. An impressive start to this idea has already been made by admitting some thirty one per cent of the first year students as fee-paying students. The Advisory Team supports the development of a second campus in the city of Novosibirsk, a development which has already been initiated with the following objectives :

- establish links with a number of companies especially in the Information Technology field, thus on the one hand providing training for employees of these companies, and on the other hand inducing the companies to invest in the University

This should be the beginning of a ‘Science Park for the Siberian Region’. The highly skilled personnel both at NSU as well as at the thirty or so other public higher education institutions in the area should be an attraction to companies to invest in the Science Park. Could one consider (with State assistance) attracting companies from Western Europe, Japan, the Koreas, Singapore, Malaysia and the USA? Burton Clarke in a compelling book “Creating the Entrepreneurial University” describes case studies such as the University of Warwick in the UK and the University of Johensuu, Finland which have taken

the lead in entrepreneurship by creating partnerships with companies both locally and internationally. It would serve NSU well to make a careful study of these examples.

- upgrading of teacher training
- continuing professional education
- adult education
- business courses - in administration, finance, entrepreneurship, business administration
- the possibility of establishing professional faculties such as law
- distance education
- part-time studies

All students enrolled here would be fee-paying, thus generating much-needed income for the University. This income could be used for increasing staff salaries, building infrastructure, and improving the quality of buildings, study facilities etc. on the Academgorodek campus. There is a potential of doubling the present number of 6000 students. For example over a period of eight years Makerere University in Uganda increased its fee-paying students from 150 to 7500 while government-supported students increased during this period from 5800 to 6900. During this period, income generated from these and other private sources increased from zero to thirty one percent of the total income of the university

A major effort should be made to attract international postgraduate students, especially from developing countries in Asia, Africa and Latin America. NSU has well-qualified staff, excellent facilities and a congenial environment for study and is in a position to offer courses at the masters, doctoral and post-doctoral level at a considerably lower cost than countries such as the USA, UK and Australia. An aggressive marketing campaign should be launched in this regard through the following channels :

- use of the Internet with a home page for NSU postgraduate programs
- brochures, newsletters and advertisements through the public relations department
- announcements in carefully selected scientific journals
- through existing international contacts of the various Institutes
- advertising at key international conferences
- use of alumni in the various countries
- the Salzburg Seminar

The recruitment of foreign students is a major foreign currency earner and source of income for universities in the USA, Australia, the UK and other countries. State governments, foundations and other donor agencies should be targeted to fund these postgraduate students.

Leadership, Administration and the Organizational Structure

Universities are so-called “expert-organizations.” Their performance depends on the qualifications of their personnel in the core activities of teaching and

research. To be innovative, these experts need considerable individual freedom because they mind find new solutions to challenges. They must be flexible and cannot submit to real control because that would restrict their power of innovation in a yet unknown field. Therefore universities tend to resist rules and constraints set by the administration. On the other hand, the performance of universities depends on effective administration and on services delivered by the administrative staff, which supports teaching and research such as by offices for student advice, international relations, public affairs, and research support. In short they need good management. Thus there exists a contradiction between the experts and the needs of management. This contradiction can only be overcome by good leadership which values and fosters close cooperation between the administrative and the scientific staff and which builds the appropriate organizational structure for this cooperation. We therefore propose the following :

Leadership is a qualification which must be consciously acquired by Rectors, Vice-Rectors, Deans etc. Their professional background normally involves teaching and research but they do not always possess the specific qualifications the "expert-organization university" requires from its management. Therefore, time, energy and money should be invested in the training and the continuing education of the leaders of NSU in the field of university management.

Advisory Board: While an advisory board could do little more than merely legitimize decisions already taken by the Rector and the Vice-Rectors, it could be a help for a deeper connection between NSU and its external surroundings. Such a Board should be broadly representative of the community drawn from business, industry, labor, civic and professional organizations. The Board could bring to the University the thinking and needs of the community while the University could convey to the members its aspirations, challenges, philosophy and constraints.

Vice Rector for International Relations: NSU has two Vice-Rectors responsible for the core functions of teaching and research, and a third Vice-Rector responsible for finance. However the international dimension of teaching and research is becoming increasingly important. Unfortunately this function is not represented in the university leadership at NSU, which has only an office of international relations. Although this office seems to work efficiently, it would enjoy greater support and would have more importance in its contacts with foreign universities if it was led by a Vice-Rector for International Affairs. We recommend therefore to upgrade this function in the University's leading structure and to elect a fourth Vice-Rector for international relations. The role of the office could be widened to include the management of alumni and public affairs.

Appointment of Deans: A purely top-down management would not meet the needs for freedom and flexibility of the "expert-organization" described above. Because the selection of the personnel for both the managerial and the scientific functions is crucial, the Rector needs to have a certain degree of

control over the appointment of the election of deans. He must have personal trust in the persons with whom he closely cooperates. It seems therefore that an appropriate solution would be if the faculty proposes three persons as Dean and the Rector selects and appoints one of them.

Enlargement of Administrative Staff. It is part of the special quality of an expert-organization that the teachers and researchers feel that the administrative staff should be reduced and the direct services for research and teaching processes increased. This view neglects the fact that the administrative staff is integrated in the production of the services (output) offered by the university to its clients. NSU therefore should not hesitate to increase the number of the administrative staff in the following fields which are all important for networking with its external surroundings:

a. *Public relations and marketing* is a very important way in which NSU can connect with its external surroundings in the city, the community and the region of Novosibirsk and also to enroll more foreign students in order to generate income and promote community relations. Effective public relations ensure that the university is informed about external needs and expectations and stimulates internal public discussion about goals and objectives.

b. *Office of International Relations*: The expansion of the international office would help to advance the external relations of NSU and could also increase the number of fee-paying foreign students. As a university of "the new type" (80 % of its teachers are professional researchers, and the faculty-student ratio is 4:1) NSU is particularly attractive for post-graduate students. We therefore recommend that such a policy be launched which targets research students by informing them about NSU's facilities through advertisements in western scientific journals. Perhaps a sponsor could be found to finance this campaign, which would certainly entail an enlargement of the international office.

a. *Alumni Office***:** NSU has already produced than 27 000 graduates, and approximately 2700 of these are captured in its database. A large number of them live and work abroad as a consequence of the brain drain from Russia to western countries. Among them are certainly many who identify with Russia and their alma mater and would be willing to assist in supporting NSU and raising funds. Locating and contacting these alumni would be an important task for professional administrators in an expanded alumni office.

FINANCIAL MATTERS

In 1999, some 70% of the total budget of NSU was provided through federal support. The major portion of the non-budget income is derived from student tuition fees. A small income is generated through donations by foundations, rental of property, etc. The total budget provides for about half of NSU's

required expenditures. As a consequence, staff are poorly paid and there is little left for renovation and repair of buildings and other sundry expenditures. The expenditure of the budget money is strictly regulated, while the non-budget funds are spent independently, on such items as salaries, supplies, business trips, communication services, repairs, equipment etc.

Because of its very tight financial situation, NSU is actively seeking alternative ways of raising funds. Among the avenues being explored are tuition fees, tuition fees from post-graduate students, funds from scientific research, income from rentals etc.

The advisory team notes a number of shortcomings as a consequence of the funding available to NSU. First, the average salary of 40–50 US dollars per month for academics, even given the low living costs in Russia is woefully inadequate by international standards. This is undoubtedly one of the major causes of the brain drain of skilled personnel from Russia. Second, the lack of a budget for repairs and renovation of buildings will lead to their gradual deterioration. If it were not for the provision of many of the science laboratories by the Siberian Branch of the Russian Academy of Sciences, NSU would be in a very much worse state. Third, there are very strict regulations governing the way in which federal funds can be State budget allocation can be spent. This situation is restrictive and prevents NSU from allocating the funds as it sees fit with the necessary flexibility and with the necessary accountability to the federal government.

There have also been, however, a number of positive developments which should be acknowledged. First, the steady increase in the number of tuition fee paying students from 11% in 1996 to 31% in 2000 is encouraging. Second, the federal budget has also shown a steady increase over the years. Third, 86% of students at NSU receive some form of scholarship support.

It is not clear to the advisory team the basis upon which NSU and other universities in Russia are funded. To give one example of funding which is common in the USA / UK / Commonwealth countries :

- Approximately 60% of funding is obtained from state sources; 20% from tuition fees and 20% from other sources.
- The major portion of state funding is received via a block grant based on the number of registered students, the particular discipline, and the level of the student courses, e.g. a medical student would provide more funding than a humanities student, and a doctoral student more than a bachelors degree student etc. These calculations are based on the actual cost of training in the respective fields.
- Special funding or earmarked funding is made available for building and repairs, for research, for libraries etc.

In this way, the federal government distributes the funds fairly equitably among the state-supported universities. Most importantly, the institutions have considerable flexibility in the manner in which they spend their funds, but

within broad guidelines and with proper accountability to the State. The notion of institutional autonomy is designed to carefully balance these respective roles. It would be advisable for the Russian Ministry of Education to begin exploring some equitable, transparent and flexible method of funding its publicly supported higher education institutions.

Concurrently NSU should aggressively launch a number of its own initiatives, some of which are already under way. Among these are :

- increase the number of fee-paying students through an advertising campaign
- increase the number of post-graduate students in similar manner
- increase the number of foreign students; these students, unlike Russian students, could be charged full cost tuition fees; some of these would be payable by sponsoring governments. The Middle East, Africa, the Far East and Latin America should be special targets because many students from these countries are usually attracted to the USA, UK and European countries
- rent the excellent facilities at NSU for public conferences, and other functions
- launch aggressive local and international fund raising efforts (see details in another section of this report)
- target the alumni as sources of fund raising; NSU currently has produced to 28 000 graduates, many of whom are in influential positions both in Russia and abroad; this is a rich source for potential donor funds, and although it will take time to develop a comprehensive data base of all graduates, a beginning must be urgently made
- provide training opportunities for employees of companies in industry, business and the corporate sector
- provide opportunities for continuing education, continuing professional development and enroll part-time students all of whom would be fee paying

There are at least two basic ways in which finances are managed within a higher education institution. The first is a centrally controlled financial management system. Each department or section prepares its own budget which is then modified and adapted to the University's needs and circumstances. The central administration, through its chief financial officer, prepares the final budget based on the needs of various departments and the general needs of the University. The Rector, in consultation with the Vice-Rectors, then approves the budget. Once the budget is funded, it is distributed via the central administration according to the needs of the departments. With this method tight control and accountability is assured.

A second way is to have decentralized funding. Various cost centers are established within the institution, with a lump sum given to each center. The center then has flexibility, within broad guidelines, in the way in which the funds are spent. Both strategies have their advocates. It appears that the federal regulation would preclude decentralized funding method in present

day Russia. However as non-budget funds increase, the university would have discretion as to how it wishes to spend these resources. NSU may wish to give some thought as to which method is best suited to its philosophy. Whatever method is adopted, it is advisable that the process is as transparent and accountable as possible, both to internal constituents as well as to external stakeholders.

Systemic Reform and Transformation of the Russian Higher Education System

In order for a successful transformation of the Russian higher education system into an effective, efficient high-quality one to take place, it is necessary to complement these internal institutional initiatives with strategies to support and persuade the Russian Ministry of Education to implement far-reaching and vital reforms. Among these should be :

- the development of an equitable funding mechanism for public higher education institutions
- the institution of legislation for the collection of tuition fees
- a national student financial aid scheme to support able students who cannot afford to pay tuition fees
- increase in university budgets to provide for realistic salaries for university staff in order to stem the brain drain
- establish and implement a regulatory mechanism including quality assurance for private higher education institutions so as not to stifle their growth but to eliminate unscrupulous providers and protect the public
- the enactment of legislation for advisory councils and or boards of trustees or councils.

Efforts to persuade the Ministry of Education should perhaps be undertaken in partnership with colleagues in other universities in this region.

We note that there are some 600 federally supported higher education institutions in Russia, of which 30 are in the Novosibirsk region. Many of these are relatively specialized institutions devoted to agriculture, engineering, medicine etc. There are two problems with these large number of small, specialized institutions. First, they are costly to maintain with each of them having its own administrative hierarchy. Second, one does not benefit from economies of scale. More importantly in an increasingly complex globalized world, research and solutions to problems are often multi-disciplinary. The mingling of staff and students is an important part of the holistic growth and maturing of students. On a more concrete level, faculty from allied disciplines can often contribute to the academic part of a discipline both at the didactic as well as research level. Globally there is an increasing tendency towards larger multi-campus, multi-discipline institutions. China, which has had a similar higher education structure as that of Russia with small specialized uni-discipline

institutions, is rapidly consolidating them into typical multi-discipline institutions. It is vital for the Russian Ministry of Education to address these types of reforms as part of the response to the country's higher education challenges.

RECOMMENDATIONS

- The connection between NSU and the Siberian Branch of Russian Academy of Sciences should be preserved, consolidated and strengthened as a unique relationship in order to sustain its 'Centre of Excellence'
- The Russian Academy of Sciences can play a vital role in reorienting the priorities of research in a development trajectory for Russia in the 21st century
- NSU will need to become more market oriented in the production of its goods and services without sacrificing its core values and commitment to basic fundamental research
- A strategic planning exercise is necessary in order to reposition the NSU as a dynamic expert institution in the national and regional context
- The development of a comprehensive quality assurance system in order to revitalize the university and keep pace with international trends
- The development of alternative strategies for the generation of non-state income
  - expansion of the number of fee-paying students
  - recruitment of local and foreign post-graduate students
  - the establishment of a second campus in the city of Novosibirsk
  - undertaking a range of income-generating activities at the city campus
  - an aggressive campaign to establish a comprehensive database of its alumni and their involvement for the funding and support of NSU
  - the renting of its premises for public functions
  - reinvigorated fund raising activities with local businesses, philanthropists, and international foundations
- The improvement of salaries and working conditions of staff in order to stem the brain drain and maintain a high quality research and teaching at NSU
- Leadership training for the senior and middle managers both at the administrative and academic levels
- A widened representative advisory board to organically connect NSU with its external surroundings
- A fourth Vice-Rector should be appointed with the responsibility for international relations, alumni and public affairs and marketing
- Expansion of the administrative staff in critical areas—international relations, public relations and marketing and the alumni office
- The development of a philosophy for managing NSU—the appointment of senior executive officers including deans; centralized or decentralized methods of financial management
- Work in conjunction with regional institutional colleagues and appropriate national organizations in order to induce the Ministry of Education to

implement much-needed systemic reform of the Russian Higher Education System

CONCLUDING REMARKS

The Visiting Advisors express their sincere gratitude to the Rector, Vice-Rectors and other officials of the University for the stimulating and wide-ranging discussions held during the week. The considerable amount of time spent with the team members, despite very busy schedules, is an indication of the commitment of the University leadership of NSU to meet the challenges facing the University. Team members learned a great deal by hearing about the complexities of the Russian society, the particular challenges that it is facing, the uniqueness of the Siberian region and the constraints under which NSU must function. The excursion to the city, the visits to the archaeology and mineralogy museums, the physics department, and viewing the stunning remains of the well preserved princess of 2500 years ago in the archaeology museum, and the Repin concert have enriched our stay and we leave with very pleasant memories of the Academgorodek.

We sincerely trust that our report will make a modest contribution in realizing the goals of changing, strengthening and consolidating NSU so that it can play its rightful part in the development of the Russia in the 21st century. To the many people who have made this visit possible—he Rector and his staff, the interpreters, the caterers, and the driver, etc we express our sincere thanks.

We hope to keep in close contact with NSU and trust that there will be further opportunities for cooperation in the years ahead. We wish you well as you move forward with the exciting future of NSU.

Visiting Advisors Team

Jairam Reddy **South Africa**

Dr. Reddy is currently an associate research fellow at the Human Sciences Research Council in Pretoria, South Africa, where he works as a researcher and consultant in higher education. In January 1995, he was appointed chair of the National Commission on Higher Education of South Africa, on which much of the report of the White Paper on Higher Education and the Higher Education Act was based. He has recently received honorary doctorates from the University of Western Cape; the University of Birmingham, United Kingdom; and the Open University, United Kingdom. Dr. Reddy was appointed by the secretary general of the United Nations to serve on the Council of the United Nations in Tokyo, Japan from 1998 to 2004. He has been elected to chair the Council for a two-year term beginning in January 2000. He has held academic positions at various universities in the United Kingdom, the USA, and South Africa. He was vice-chancellor of the University of Durban-Westville from 1990 to 1994. Dr. Reddy is a graduate of the University of Birmingham, holds the degree of master of science from the University of Manitoba, Canada, and earned a Ph.D. from the University of Western Cape. He was a Fellow at Salzburg Seminar Session 323, Higher Education: Institutional Structures for the 21st Century in 1995, and Session 361, Higher Education: Leadership and Institutional Reform in 1998. He was a Co-Chair at Salzburg Seminar Session 379, Alternative Systems and Structures for HE: Public Needs and Institutional Response for the 21st Century in 2000.

Lothar Zechlin **Germany**

Dr. Zechlin is Rector of the Karl Franzens University of Graz. Before joining the University of Graz in June, 1999, he was president (1997 to 1999) of the Hochschule für Wirtschaft und Politik, Hamburg, where he was professor of public law. Beginning in 1997, he has served as chairman of the Hamburg Conference of Higher Education Institutions. Since 1998 he has chaired the HIS Project on facilities, cost and performance comparison for northern German higher education insitutions. He served a first term as president of the Hochschule für Wirtschaft und Politik, Hamburg from 1992 through 1997. In 1988 and 1989 he was visiting professor of law at the Centre de Recherche Critique sur le Droit de l'Université Saint-Etienne, France and the Faculte de Droir, Universite Laval, Ottowa, Canada.

Helene Kamensky **Austria**

Dr. Kamensky is Russian program coordinator for the 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 Institutes of Philosophy of 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 Dr. Kamensky was dean of the faculty of foreign languages, Novosibirsk State Pedagogical Institute, Novosibirsk, Russia. Earlier, she served that same institution as associate professor and senior lecturer in the Department of Philosophy. She earned a Ph.D. from the Department of Logic and Epistemology at the Russian Academy of Sciences (Novosibirsk) in 1984.

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 ther 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.

THE 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 end of 2000, twenty-three VAP visits will have taken place to universities in East and Central Europe and Russia. A full schedule of visits is planned for 2001. 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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