REPORT ON

GORNO ALTAISK STATE UNIVERSITY

RUSSIAN FEDERATION

May 2–8, 2006

SALZBURG SEMINAR

VISITING ADVISORS PROGRAM



This visit of the Visiting Advisors Program has been made possible by a generous grant from the Carnegie Corporation of New York.

SALZBURG SEMINAR

Visiting Advisors Program

Summary Report of the Visit to
Gorno-Altaisk State University, Russian Federation
May 2–8, 2006

Team Members:

Michael Anthony White (Team Leader), Director, Chartered Institute of Management Accountants, Dublin, Ireland
Mario Kostal, Management Consultant for Education, Science, and Research; Salzburg, Austria
Helene Kamensky, Program Director, Salzburg Seminar, Austria

1. Introduction.

The visiting group would wish to thank the University and the Rector for the invitation and for the welcome and hospitality afforded to them. They would like to thank especially Viktor Lukyanenko, Marina Glebova and Marcia Mot'ko, who acted as interpreters during the visit.

The group would wish to acknowledge the caliber of the staff at the University and their commitment and dedication. They were most impressed by the caliber of the students whom they met, notably the English language students.

The group would endorse the observation of the Rector that the primary achievement of the University in the 1990's was its survival. The visiting group would hope that its deliberations will help the University to build on this achievement

2. General

The institution was founded in 1949 as a teacher training college for the Altai region. It had ten instructors for 128 students in three departments. In 1993 it became a classical university with the title of Gorno-Altaisk State University (GASU). As of May 2006 the University had 3,023 full-time and 1,883 part-time students. 100 of these students were postgraduate. The University has 400 academic staff or instructors. The University also runs a second-level agricultural college which has 413 full-time and 144 part-time students.

The breakdown of the student body by department is:

Philology (incl. Russian and Altai languages)	687 (14%)
Biology and Chemistry	610 (12%)
Law	587 (12%)
Economics (incl. Accounting and Management)	562 (11%)
Geography	552 (11%)
Physics and Mathematics (incl. Computer Science)	548 (11%)
History (incl. Sociology)	496 (10%)
Agriculture	336 (7%)
Educational Sciences (incl. Psychology)	327 (7%)
Languages (English and German)	201 (4%)

2,876 (95%) full-time and 1,443 (76%) part-time are budget (non-fee paying) students. 12% of the University's income comes from student fees. 77% is from Federal grants, 4.6% from regional government and 3% from philanthropy.

3. SWOT Analysis.

The documentation presented to the visiting group contained a SWOT analysis which provided a very honest and frank self-assessment of GASU. It is a sign of a strong institution that it can do this both for its own staff and for an outside group. It is recommended that the University build upon this analysis and establish a strategic group to examine the issues raised by the analysis. One of the outputs of this group may be a strategic plan and/or a new mission statement.

4. Planning

Every university must have a planning mechanism. The environment in which it exists is one of constant movement and ambiguity. The market place is constantly evolving. Government priorities keep changing. The University has to be sensitive to the evolution of its environment.

Gorno-Altaisk State University is a key resource for the Altai Republic and appears to be recognized as such by the Republic. The University should exploit the salient nature of its position within the region. It must, to a

considerable extent, take the future into its own hands and make alliances wherever it can.

In doing this the University should consider ways of utilizing external advice and building relationships. An advisory board could help it strengthen its relations with both local business and with wider interests outside the region.

5. Finance

The group did not have a lengthy discussion on the question of finance with the Rector and staff. It is, however, clear that lack of funds is a major barrier to development. It is also clear that relatively small extra funding could make very significant contributions in a number of areas, such as the library.

It is suggested that the University consider appointing a full-time member of staff in charge of fund-raising. The person appointed would have the task of sourcing grants from government, international agencies and private donors, both companies and individuals. It is suggested that the appointment should be for a three year term or on a secondment basis in the case of an existing member of staff. The person appointed will almost certainly require initial training outside Russia on appointment.

6. Alumni.

Worldwide universities are increasingly viewing their graduates and alumni as potential sources of support and funding. It is not too early for GASU to develop this process. An alumni association should be established. Successful alumni should be invited back and, for example, asked to give lectures and become involved in the University in various ways.

7. Teaching and Learning

The Bologna Process is something to which the Russian government and Russian universities are committed. It is likely to bring about radical change in the ways in which Russian universities are administered and run. GASU must prepare itself for this development.

The visiting group would recommend the appointment of a coordinator of the Bologna process for the entire University.

The individual appointed would have the responsibility to

a) analyze and investigate the implications of Bologna for GASU
b) co-ordinate activities with other universities
c) advise on best practice within other universities within Russia and elsewhere

If not already part of the senior management team of the University, he or she should be an adviser to it. Ideally the person appointed should already be a member of the staff of the University. They must have the opportunity to travel extensively. Ideally the person appointed should have fluent English.

We believe that this is the single most important recommendation which we can make. The Bologna Process is transforming important aspects of university activity across Europe. We believe it would be a mistake for GASU to stand outside the Process. If it is to do so, it should be clear on why it is making this choice.

We would stress the urgency of implementing this recommendation. It should not wait for the formulation of a strategic plan as recommended earlier in the report. Addressing the Bologna issue will, in turn, open up issues of curriculum, quality assurance, student entry, and international relationships to fruitful debate within GASU.

8. Research and Research Policy.

The policy of the University with regard to research was set out very clearly for the group by the Vice Rector, Valerie Babin. The approach is that of a mainstream classical university, and it is a respectable and coherent policy. The group would, however, question whether the University has the financial base to support and implement the policy in a way which will allow many faculty to engage in worthwhile and meaningful research.

The group would suggest that GASU should consider developing a parallel policy which may allow many faculty to make a significant contribution to the region. That policy would involve the University in research and development and applied research.

GASU is one of the most important of the resources of the Altai Republic. The parallel approach recommended would recognize that reality and attempt to exploit and build upon it as a source of advantage.

During the visit it was indicated that the University wished to introduce degree programs in a number of new disciplines. Transport and tourism were two of those mentioned. It makes sense for the University to wish to develop these two disciplines. There is evidently a case for the development of both of these activities in the Republic. The region needs the support of the University in these areas.

GASU could provide advisory and consultancy services for the entire region, and this could be a dynamic way to direct the research capacity of individual departments and faculty. In this way, research is more likely to gain outside financial support, provide action learning for the University, and assist in curriculum development in individual disciplines.

This is not a suggestion which would replace the existing policy, but one which could provide an alternative and valuable second stream of research activity for GASU. It should also help the University develop its own capacity for innovation.

9. Student Involvement

The involvement of students in university governance and in development issues appears to be small. This group does not have specific recommendations to make in regard to this matter. It is felt that engagement with the Bologna Process will open up this issue to debate and serious consideration within GASU.

10. English Language.

One of the ways in which globalization is manifesting itself within universities worldwide is in the increasingly central role played by the English language. Universities have to think both locally and globally, and GASU is no exception. It has no other long-term option.

The visiting group was impressed by the extent to which English language teaching was being conducted and developed at the University with a relatively small resource. This however will not be sufficient for GASU in the future. It will become increasingly necessary that some of the University's senior faculty and administration acquire English language competence. The University should begin to think in terms of training programs in English for both staff and students other than language students.

One of the issues we recommend for the strategy group is the question of staff development. English language competence must be a part of that.

11. Conclusion

The visiting group would again wish to thank the Rector and his senior staff for the invitation to visit Gorno-Altaisk State University. It has been immensely impressed. This is clearly a university which is doing very good work and is playing a crucial role in the life of the Altai Republic. We would hope that our deliberations will help it bring that contribution to a significantly higher level in the future.

12. Summary of Recommendations

a) Appoint a coordinator of the Bologna Process within the University

b) Develop a policy on Research and Development and on applied research as a parallel to the existing research policy.

c) Act as source of consultancy for the entire Altai region

d) Establish a Strategy Group to address issues raised in SWOT analysis

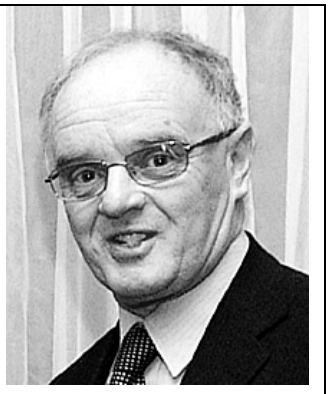
e) Appoint a fund-raiser for a three-year term.

f) Consider forming an advisory board to strengthen links with local business

g) Develop a policy on English language competence

h) Consider creating an alumni association

Visiting Advisors:

Michael Anthony WHITE, Ireland (Team Leader) Michael Anthony (Tony) White is director of the Chartered Institute of Management Accountants for the Republic of Ireland. He previously worked with the National Council for Educational Awards and the Higher Education Authority, the funding and advisory body for Irish higher education. Dr. White is the author of *Investing in People: Higher Education in Ireland from 1960 to 2000.* He holds a higher diploma in education from University College in Cork, a Barrister of Law degree from University College Dublin, and a Ph.D. in higher education from Trinity College in Dublin. Dr. White has participated in symposia of the Salzburg Seminar's Universities Project and Russian Higher Education Project and several consultant visits of the Salzburg Seminar's Visiting Advisors Program teams to the Russian Federation. He is an alumnus of both Salzburg Seminars and symposia of the Russian Higher Education Project, and currently serves as the Salzburg Seminar's alumni leader in Ireland.	
Mario KOSTAL, Austria Based in Salzburg, Mario Kostal is a management consultant for education, science, and research; an expert for the Trans-European cooperation scheme in higher education under Tempus III, and also an expert for the Foundation for International Business Administration Accreditation. He is a former deputy director of the China-Center at the University of Salzburg, where he also served as the project manager for re-organization of the University, and conducted research on university and organization law at the Institute of Constitutional and Administrative Law. Dr. Kostal is co-editor of the *Journal of University Law, University Management and University Politics*, and is a member of the Austrian Society in Teaching Legislation. He is an alumnus of Universities Project Symposium 11, *Globalization and the University: A Leadership Development Seminar* in 1999, and the fifth symposium of the Russian Higher Education Project, *Universities and Regional Development: Effectively Managing Research and Innovations* in 2005.	

Helene KAMENSKY, Austria

Helene Kamensky is program director of the Salzburg Seminar, where she is responsible for the development and direction of academic programs on education, culture and related issues. Before joining the Salzburg Seminar, Dr. Kamensky served as an adjunct professor of philosophy at the Institutes of Philosophy at the University of Salzburg and the University of Vienna. Previously, she was research fellow at the Institute of Scientific Theory at the Salzburg International Research Center. From 1985 to 1989, she was dean of the Faculty of Foreign Languages at Novosibirsk State Pedagogical University in the Russian Federation, where she previously served as associate professor and senior lecturer in the department of philosophy. Dr. Kamensky's area of research interest is higher education policy and management. She holds a Ph.D. in philosophy from the Department of Logic and Epistemology at the Russian Academy of Sciences, which was authenticated by the University of Salzburg, Austria, in 1993.



Schedule:

Time	Event
Tuesday, May 2, Arrival Day	
05:30	Team met in Novosibirsk by university representative and driven to Gorno-Altaisk
17.00	Team arrives in Gorno-Altaisk
19.00	Welcome Dinner
Wednesday, May 3, 1st Day of Program	
09:00 – 10:30	Meeting with the Rector, Presentation of the program.
10:30 – 11:00	Coffee break
11:00 – 12:30	Working Group 1: Technology in Higher Education
12:30 – 13:30	Lunch
13:30 – 15:00	Working Group 1: Technology in Higher Education
15:00 – 15:30	Coffee break
15:30 – 17:00	Working Group 1: Technology in higher Education
17:00 – 18:00	Team Debriefing Meeting
19:00	Dinner
Thursday, May 4, 2nd Day of Program	
09:00 – 10:30	Working Group 2: Student Needs and the Role of Students in Institutional Affairs
10:30 – 11:00	Coffee break
11:00 – 12:30	Meeting with students
12:30 – 13:30	Lunch
13:30 – 15:00	Working Group 2: Student Needs and the Role of Students in Institutional Affairs
15:00 – 15:30	Coffee break
15:30 – 17:00	Working Group 2: Student Needs and the Role of Students in Institutional Affairs
17:00 – 18:00	Team Debriefing Meeting
19:00	Dinner
Friday, May 5, 3rd Day of Program	
09:00 – 14:00	Team meets to prepare a preliminary report
12:30 – 13:30	*Lunch*
14:00 – 15:30	Presentation of the Oral Report to the Rector and the University Team
15:30 – 16:30	Press Conference
16:30 – 19:00	Spare Time
19:00	Farewell Dinner
Saturday, May 6, Departure from Gorno-Altaisk	
9:00	Team departs Gorno-Altaisk
	Overnight in Hotel “Sibir”
Sunday, May 7, Day in Novosibirsk	
	Overnight in Hotel “Sibir”
Monday, May 8, Departure from Novosibirsk	
07:00	Departure from Novosibirsk Airport

THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR

Universities throughout the world are undergoing systemic changes in their governance, academic design, structure, and mission. From 1998 to 2003, the Salzburg Seminar's Universities Project focused on higher education reform in Central and East Europe, Russia, and the Newly Independent States as universities in these regions redefined their relationships with governments and try to become more integrated into the global intellectual community.

The Universities Project was 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 focused 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

THE VISITING ADVISORS PROGRAM (VAP)

The Salzburg Seminar launched this enhanced aspect of the Universities Project in the autumn of 1998. Under the VAP, 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. To date, seventy-seven visits have been held at universities in Central and East Europe and in Russia. The addition of the Visiting Advisors Program brought to the Universities Project an applied aspect and served to enhance institutional and personal relationships begun in Salzburg.

THE RUSSIAN HIGHER EDUCATION PROGRAM (RHEP)

In 2003, in response to the need for continued engagement, the Salzburg Seminar and the Ministry of Education of the Russian Federation initiated a five-year partnership (2003-2008) designed to promote the exchange of knowledge and best practices between the higher education leadership of the Russian Federation and their counterparts from North America, Western Europe and Central-Eastern Europe, Commonwealth of Independent States countries and Eurasia. The Russian Higher Education Program consists of two symposia per year, which take place in Salzburg and in the Russian Federation. Each symposium convenes representatives of universities, higher education organizations, service organizations, governmental structures, and stakeholders. The Russian Higher Education Program centers around five main topics:

- Russian Program of Modernization in the Context of Global Education Reform
- Higher Education Governance Reform: Issues and Challenges
- Strengthening the Role of Russian Universities in Service to Society
- Quality Assurance in Higher Education: Sharing International Experience
- Higher Education and Research (Networks, Linkages, Best Practices)

The Salzburg Seminar acknowledges with gratitude the William and Flora Hewlett Foundation, the W.K. Kellogg Foundation, and the Carnegie Corporation of New York, which provided funding for the Universities Project, the Visiting Advisors Program, and the extension of the VAP in Russia, respectively.

FOR MORE INFORMATION

For more information regarding Salzburg Seminar programs, please contact one of the Seminar's offices below.

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