



THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR VISITING ADVISORS' REPORT

URAL STATE TECHNICAL UNIVERSITY EKATERINBURG, THE RUSSIAN FEDERATION

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Team Members

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The following team from the Salzburg Seminar Universities Project visited Ural State Technical University (USTU) in Ekaterinburg, Russia, at the invitation of the University to examine its workings and operations and to make suggestions for the consideration of the Rector and the University's leadership team. This large and significant university is deep inside Russia literally on the border between Europe and Asia. Our team consisted of Anna Glass, Program Associate, of the Universities Project from the Salzburg Seminar; Laszlo Frenyo, Professor of Immunophysiology, Szent-Istvan University, Budapest, Hungary and former President of the Hungarian Higher Education and Research Council as well as the former President, of the Hungarian Rectors Conference; Jairam Reddy, former Vice Chancellor, University of Durban-Westville, South Africa and now a leading advisor to the Ministry of Higher Education in South Africa; and C. Peter Magrath, President, of the National Association of State Universities and Land-Grant Colleges and the team leader.

Our report begins with an introduction and several suggestions followed by sections addressing issues of administration and finance, academic programs and governance, and student life and needs, followed by a brief concluding comment.

Introduction

Ural State Technical University is a large, comprehensive university of more than thirty thousand students located in one of Russia's largest cities and the lead city in the immense Ural Region or Oblast. The city of Ekaterinburg has a population of more than one and half million in an Oblast of well over four million people located at the central and strategic point dividing Europe from Asia and Russia. It is relevant to note that the Ural Oblast has excellent transportation facilities, including a modern airport and railroad connections, is only two hours by air from Moscow, and is a major industrial and mining and technological center in the Russian Federation.

USTU is primarily an engineering and technological university, though it has colleges (called faculties in the Russian and European system) dealing with the humanities, general education, and the social sciences. USTU is one of a very small number of universities designated in Russia by the Ministry of Higher Education to be a comprehensive university complex with a variety of services and programs. In short, using U.S. terminology, it might be identified as a research university with a commitment to educating large numbers of students primarily drawn from Ekaterinburg and the surrounding region. Without question, USTU is the lead university in the Urals and, perhaps even more than it is today, a potential engine for the economic and social strengthening of its region in the emerging new Russia characterized by an entrepreneurial spirit and a market economy.

Impressive as USTU accomplishments are, it faces serious problems in achieving its mission and its aspiration to be of even greater service to the Russian Federation and the Urals. USTU, in common with all Russian public universities, is seriously under-funded, a problem compounded by its obligation to operate twenty-nine branch campuses in the Urals Region. This situation is further complicated by the fact that the medium sized city of Ekaterinburg has, in addition to USTU, seventeen public institutions with their administrative structures; inefficiencies and needless duplication are virtually inevitable when there are too many public institutions in an area of modest size struggling with inadequate financial resources.

Because we believe that USTU has the potential to be of even greater service and utility to Russia in the years ahead, we hope that some of our recommendations may be utilized by the Rector and leaders of USTU to further the argument with the Russian Federation's Ministry of Higher Education, and indeed its President and government in Moscow, in collaboration with colleague universities in Russia, to insist that a serious examination needs to be made of the financial and legal regulations governing Russian higher education. In other words, while we firmly believe that there are steps that USTU ought to consider implementing on its own initiative, we also recognize many of USTU's problems are systemic or inherited within the current structural and financial arrangements governing Russian higher education. We encourage the Rector and his leadership team to pursue an aggressive effort, in alliance with other leading Russian universities, to persuade the government of the Russian Federation to initiate changes and reforms that provide

greater autonomy and financial discretion to USTU and the other institutions of higher education in this great country.

There are also initiatives that we suggest for consideration by the Rector and the USTU community. In addition to the suggestions involving Russia's central government, we have two general recommendations. We believe that they are within the realm of possibility, because they have already been generally recognized by the Rector and Vice Rectors in the written material made available to us as well as in our conversations and discussions with them and other USTU leaders. First and foremost we believe it absolutely critical that a strategic plan be developed for USTU as soon as possible. Such a plan should be developed under the direction of a senior central officer or consultant. It should involve extensive discussion with the faculty, students, and governing groups within USTU as well as consultation with representatives of the leading businesses and industries in the Ural Oblast and with the local and regional governments. The purpose of such a plan should be to identify a limited number of critical priorities that should be the major academic or educational emphases of the educational research and applied programs of USTU. No university can be all things to all people. USTU, in common with sister universities throughout the world, needs to develop a strategic plan geared to the realities of the new Russia and the twenty-first century. It should build on its existing strengths and serve a limited number of critical economic and social needs in the Urals.

In order to develop and successfully implement a strategic plan, it is essential that USTU strengthen its information and data system in a centralized and coordinated fashion—something recognized by its leaders who are troubled by the absence of a single coordinated “Information Service” in the University. To establish a coordinated and centralized information data system itself requires financial resources—and this must be a prerequisite priority for the development of a coherent and practical strategic plan. Indeed, for a University that rightly prides itself in its engineering and technological skills, including a considerable investment in information technology and computer science programs, this is a critical essential step toward the further development and improvement of USTU. We also believe the strategic plan ought to examine the demographic realities in the Ural Region. Although Russia's population is growing slowly, there is a large need for increasing educational opportunities for young Russians, and for providing educational retraining to adults in industry and the professions in a world where knowledge is constantly expanding and new skills and technologies necessitate constant and continuing reeducation. We believe also that the strategic plan ought to, in close consultation with the regional and local governments and industry and business, explore ways to intensify the ties and collaboration between the University and the leading economic and social interests. The strategic plan should address the financial assumptions as to what realistically may be the resource base for USTU in the next five to ten years. This should be based on the best possible assumptions about funding from the central government of the Russian Federation, including hopefully changes that might be made to give increased flexibility and autonomy to USTU and other Russian universities. The strategic plan, while initiated and led by the Rector and his leadership team, cannot

succeed unless it is based on extensive consultation with the University's faculties and its students. Moreover, a plan that is truly effective and meaningful inevitability means that certain programs and activities need to be strengthened and enhanced and others necessarily reduced or diminished—and in some cases eliminated. Realistically there have to be winners and losers, though this should be seen in the spirit that the ultimate winner is the total University and its growth and development. Either there is one vibrant and powerful USTU serving the Urals and Russia in a focused, strategic fashion that makes sense for the new realities before Russia and indeed the entire world; or there is the danger of a University that is theoretically one, but is fragmented, splintered, and incapable of fulfilling a historic mission to serve its society.

Our second general recommendation is that increasing attention be given to the international opportunities at USTU both by bringing in outside perspectives, and by emphasizing some of the unique attributes of USTU and its location. Any location can be both an advantage and a disadvantage, and the challenge is to make a virtue out of necessity—and there are some good necessities surrounding USTU. USTU is strategically located in what might loosely be described as central Russia, straddling both the European and Asian parts of this vast country. It has good transportation links, and is in a region rich in mining and a city that is emerging as one of Russia's leading cultural centers. Unfortunately, Ekaterinburg and USTU were isolated and restricted to foreign visitors in the years prior to 1990. But that has all changed, and it is in our judgment imperative that USTU continue to move in a direction that its leaders clearly want—bringing the world to USTU and letting the world know that there are programs and activities at USTU that are of international interest. We strongly suggest that consideration be given to strengthening programs in which visitors and experts from other countries be brought in as consultants and visitors to share their perspectives about the dramatic changes that are occurring in higher education throughout the world.

Administration and Finance

We have already commented on the financial challenges and inadequate budgetary support, which manifests itself in low faculty and staff salaries, inadequate equipment facilities for students, and faculty. Excellent work is being done, but the facilities need upgrading. Seventy percent of USTU's budget comes from the central Russian government; that is an inadequate sum of money for a University of the size and complexity of USTU. Thirty percent is self-generated through student tuition or fees, leasing of space, and the selling of University services in terms of innovations and patentable ideas and the like to industry. Unfortunately, legal restrictions of the Russian Federation provide excessive bureaucratic controls and restrictions on the flexible use of even the self-generated resources of USTU.

We have no easy answer to this except to urge that greater autonomy be pursued by USTU and other Russian universities. But we also encourage every possible ingenuity within the legal requirements by the USTU administration in creatively exploiting self-generated resources and using them with the maximum possible

flexibility consistent with the legal technicalities of the Russian law. It is our experience that often creative ways can be found to work around unduly restrictive regulations. In short, our first recommendation is that more and more attention be paid to self-generated income, and that USTU work aggressively to make sure that its talents and its ideas not be given away without reviewing the compensation that is necessary for the improvement and further development of its academic and research programs.

Second, difficult as this may be in a candidly political sense, we believe that the USTU leadership must look internally for increased efficiencies, within its academic programs where there may be a needless duplication and retention of antiquated degree programs. We also urge the administration to examine its bureaucratic structures to see whether or not some of them can be collapsed or merged in order to save money in order to reallocate scarce resources to priority needs—such as the development of a comprehensive and integrated data information system.

We were candidly startled by the existence of twenty-nine branch campuses, with their inevitable administrative structures. Recognizing that there is a rationale for these campuses in a region as vast as the Urals, we nevertheless suggest that attention be given to reducing or limiting some of these branches. And we urge that careful consideration be given to consolidating administrative functions that may needlessly overlap and duplicate between the various faculties of USTU and its central Rector's office. In short, we strongly suggest that the entire branch structure and administrative and bureaucratic structure and offices of USTU be evaluated with a view to reducing and consolidating as much as possible and reallocating the money to priority needs. All of this should be part of the strategic plan that ought to be a fundamental priority for USTU and its leadership.

With regard to administration and finance, we also suggest that, while USTU engage itself with distance education, that it carefully note that the development of a major distance education program requires a considerable initial investment. Given the remoteness and size of the Urals region we favor the exploitation and use of distance education, but that its implications and costs be carefully accessed. Distance education can be a valued way for USTU to enhance its service to the Urals region, but it is not a panacea and must be carefully integrated with the existing academic programs while recognizing the initial investment of resources as a major concern.

Finally, we believe that USTU has a great opportunity to draw on its countless graduates or alumni as potential advocates and supporters of USTU politically within the Ural region, the Russian Federation and abroad. This University has a significant history and a vast number of alumni and graduates in key positions in business and industry and government. The strategic plan should give special attention as to how they could be mobilized to be political as well as financial supporters of USTU. Relatedly, we recognize that there are many strong collaborative ties between USTU and business and industry in the Urals region; we emphasize that they need to be exploited and developed in ways that brings support and increased collaborative

research activities to the University—again as one of the priority areas that should be considered by the strategic plan.

Academic Structure and Governance

Higher education on the federal level shows the symptoms of a fragmented governmental structure with too many ministries responsible for higher education institutions; this leads to an unnecessary parallelism and inhibits the necessary coordination between higher education programs. It is fair to say that the academic structure is also extremely complex in USTU. There are one hundred and thirty departments along with thirty so-called divisions and more than three hundred academic specializations. We believe this requires, to the maximum extent possible both structural and disciplinary consolidation. Aside from the obvious strength of USTU's basic information technology programs, a strong management information system is urgently needed. This requires a uniform or general concept at the University-wide level for collecting data and processing it in order to establish a coherent system through which better informed and more efficient and economical decisions can be made.

We believe that at this high quality technological University, it should be possible to create and provide a stimulus for the academic community to introduce both a better management information system and to exploit the information technology capabilities of USTU. This would improve teaching, the offering of courses, and the development and application of knowledge. Despite the high reputation of the academic community at the University, the fragmentation of intellectual disciplines and offerings, leads to unintended inefficiencies and ultimately may put at risk the current good quality of teaching and research. We therefore suggest that USTU explore the establishment on its own initiative of a high standard minimum requirement system for its academic programs and degrees, joined to a strong self-assessment system (which might also include some outside visitors or experts) to be developed and implemented at the university wide level.

We further believe that an extensive analysis and reconsideration of the total University curriculum is needed in order to address the content and structure of the training to the constantly changing needs of the labor and employment market. While maintaining the high standard of academic knowledge currently provided, the university should focus on offering more marketable degrees thereby allowing opportunities for its graduates not only in the domestic but also in the international arena. This would require the establishment of a significant and strong mechanism for tracking where its graduates are employed, and we suggest that even more emphasis than is currently given should be given to the development of internship opportunities for USTU students. We believe that this is possible in view of the outstanding contacts with industry and business that USTU enjoys in the Urals region.

The University should work toward increasing the mobility of its students at every level: within the university; among the other Russian higher education institutions;

and internationally, especially within Europe that is developing an easier credit transfer and mobility systems for its students. To achieve this requires an effective credit transfer system oriented more to the European system known as ECTS—European Credit Transfer System. This would require a reconsideration and adjustment of the current USTU curriculum in order to make it congruent with international and particularly European standards. We believe that participation in the reform process underway in Europe, known as the “Bologna Process,” would be extremely useful for USTU and provide opportunities to preserve the national values of Russia while adapting its educational system to international standards.

In order to integrate USTU as much as possible with the global higher education environment we strongly encourage the maximum possible active participation of both individuals and the units of the University (departments, faculties, and divisions) in such endeavors. International grants are always difficult to acquire, but they can be received by vigorous efforts in which a culture of seeking competitive grant applications—knowing that often applications fail, but eventually some are accepted—is a path that should be undertaken by universities of the quality and diversity of USTU. In short, under this heading, we believe that the capacity and capability of USTU to become a significant participant in the European and international academic community exists because of its quality and talents, but that a focused emphasis in moving away from the relative historical isolation of USTU can and should be pursued at this point in its history. Again, we suggest that these opportunities and directions be examined as a major feature of a comprehensive strategic plan.

Student Issues

Our team had a wide-ranging discussion on a variety of student issues and concerns with the leaders of the student union, faculty and staff responsible for the well being of students, and with a lively group of representative students. The students impressed us by their energy and their commitment to USTU even as they identified problems and issues that trouble them. In this section of our report we provide some detailed recommendations that respond to issues that were presented to us by our USTU hosts. Among the issues we were asked to examine were ones involving the promotion of the University’s image; the need for student financial assistance programs; the question of the adequacy of student living arrangements or accommodations; the employability of its graduates; the problem of drug addiction; and the issue of assuring that the academic offerings of the USTU are as excellent as possible.

The University’s Image

Apparently the internal University newspaper is the principal mechanism at the present time for improving the image of the University. We believe that a division or Office of Public Affairs reporting directly to the First Vice-Rector who supervises that function would strengthen and maximize the public information and image-promoting work of the University.

The purposes of such an office would be to disseminate information about USTU through brochures, leaflets, magazines, and to supplement these activities with a web site and radio and television programs in the Urals region. A comprehensive strategy of promoting the university's public image might also include inviting local dignitaries from business and industry and the local state and federal governments to USTU in order to brief them on what is happening and, at the same time, to receive their advice. Developing a culture with a newspaper that has editorial independence should be an important vehicle for keeping the University community informed about its activities and also to bring to the attention of the University of community external issues and concerns that have an impact on the University. Because financing is such a critical issue, we again suggest that fundraising and entrepreneurial activities be centralized and coordinated as much as possible—beginning perhaps through an office of Public Affairs. There is a connection, because getting information out about the University and its accomplishments and its future potential can also be a powerful source for generating both interest and eventually financial support from external sources.

Federal Student National Financial Assistance

Since it is obvious no government can provide all of the resources required to sustain a modern university, funding has to be supplemented by tuition and fees as well as other external fundraising activities. In the current Russian Federation one of the problems is that many students, perhaps even a majority, are unable to afford tuition and fees. The state therefore should establish a national or federal student financial system that would provide loans to all students in need, repayable over a reasonable period of, say, five to fifteen years. Such assistance should feature interest rates as low as possible and income contingent repayment schemes.

What would the source of funding be to establish such a loan system? Clearly, the federal government should be the major contributor, though there might be opportunities for donor assistance from foundations, interested foreign governments, business and industry leaders, and perhaps the World Bank. We prescribe no precise model, but it might be worthwhile to examine the loan systems in operation in the United States and Australia as just two possible examples that might be of interest. Obviously this issue is a federal or Russian national problem, not one that could be solved within USTU or the Ural Oblast. Accordingly, we suggest that the Rector and his associates initiate discussions within the Rectors Conference in the Russian Federation to propose such a system to the Ministry of Education.

Improving Student Accommodations

The students we met made it clear that one of their major and problems was very practical—the overcrowded dormitory facilities, including in too many cases up to six to ten individuals in a small room along with generally inadequate and crowded facilities. We understand completely the reasons behind this situation due to the resource constraints that face USTU. But we urge that the Rector give this matter

high priority—because USTU will continue to attract many students and it is important for the morale and academic performance of students that they are accommodated as reasonably as possible. Given the talents of many of its students and faculty, including those that work in the academic areas of construction engineering, it might be possible to harness both student and faculty talent and enthusiasm in designing solutions that would improve the living accommodations.

The Employment of USTU Graduates

We found it interesting that, while a high percentage of current graduates (over seventy percent) find employment, many of these graduates are employed in areas different from those in which they studied and were trained. Put another way, there is a mismatch between at least some of the training programs at USTU and the emerging and constantly changing needs of the market. In fact, this is not necessarily a bad thing. It shows that USTU graduates are adaptable, but nevertheless we suggest that both the federal government (the ministry) and the University pay increased attention to be as informed as possible by the signals emerging from the market with regard to the kind of students, qualifications, and “needs” that the market wants. Here again is an example where we believe that a stronger interaction between the University and business and industry in the Ural region, as well as in the Russian Federation generally, is desirable. We propose that thought be given to the establishment of advisory councils with industry so that information about labor market needs and adaptations in the curriculum can be made as quickly as possible. Similarly, thought should be given to employing part-time and adjunct staff from industry and business that can provide their perspectives and their experiences to the training process for the students. These thoughts also again point in the direction of promoting as much experiential learning for students in business and government and enterprises as possible, the system that in some countries is known as co-operative education.

The Drug Problem

We noted with concern the problem that afflicts some students with drug addiction. We commend the USTU administration for being open and forthcoming about this issue. Since this problem is not as acute within the universities with which we are familiar (even though our countries have drug problems) we are able to offer only limited advice. We strongly support the current USTU effort to have psychological counseling services available to provide students with help, and we encourage further research to better understand the underlying causes of this problem. We believe that this educational activity at the student level as to the destructive impact of drug addiction is something that should be continued and emphasized.

Some Additional Thoughts and Recommendations

As we have already noted in our comments on academic governance, a quality assurance system—assuring the general public and the state, business, and industry of the high quality of the academic offerings of USTU—is extraordinarily important for

public universities. It is important because USTU is committed to high quality education and because attracting additional resources and support will be assisted by having a clear and well understood system of quality assurance for USTU—and indeed for all Russian universities. A quality assurance program or system usually involves at least these key elements: a national structure with an agency of external educational experts to operate the system; an extensive self-evaluation program within the university on site visits by the external agency to the university; a report by the agency on its findings and recommendations; and the open publication of the report by the agency.

Obviously the development of a comprehensive external quality assurance program is a large question involving the Russian Federation and all of its universities. But again we recommend that USTU can start by undertaking its own self-evaluation focusing on such questions as the effectiveness of its management system, its teaching and learning programs, and its research. Finally, we note that a good and quality assurance program affecting the academic program and universities is of critical importance to its students—and students are clearly a major emphasis and concern for the current USTU administration.

Some Concluding Comments

We believe that USTU has a significant future in both Russia and its immediate region. We believe this because we are impressed with the quality of much of the work being done at USTU, work that is often done under extraordinarily difficult financial challenges. Although we regretted the inability of the university's Rector to meet with us because of illness, we were impressed with the understanding and dedicated qualities clearly evident from the university's First Vice Rector, Professor Vsevolod Kortov. Vice President Kortov clearly has enormous executive responsibility for USTU. We were impressed with his candor, his understanding of the issues before the University, and his determination to try to address them creatively.

We conclude as we began with our principal theme: USTU has identified certain key issues and appears ready to move ahead in developing a strategic plan. We therefore urgently suggest that a strategic planning process, with a definite time limit attached to it, be put into motion as quickly as possible. Such a plan should provide leadership and direction from the Rector's office, suggest strategies and priorities, but also encourage and facilitate maximum consultation with the faculties and key units of the University. Such a plan should also seek ideas and guidance from external stakeholders in the Urals region, certainly the local governments but also business and industry. We also strongly suggest that the plan address the various international questions we have noted. It seems to us that in this new, exciting, and sometimes difficult, Russia, a University that was previously isolated be as open as possible to international exchanges and ideas. This is good for USTU, but also good because this University has much to contribute to the international community.

None of what we suggest is easy. But we believe it is essential that USTU continue its change and adapt to the market realities and the new world that affects all universities in all countries. We recognize that setting priorities means pleasing some and displeasing others, and making difficult, at times controversial, decisions. But the alternative to a course of forward motion and strong decisions by the university leadership is even more perilous, because at any university inaction leads to drift and a stagnant status quo. We are convinced that USTU will choose the path of tough decisions and progress.

The Visiting Advisors Program of the Salzburg Seminar's Universities Project, particularly the visit to the Ural State Technical University, has been made possible by a generous grant from the W.K. Kellogg Foundation.

Visiting Advisors Team

Dr. László FRENYO (Hungary) is professor of immunophysiology at the Szent Istvan University, Budapest, Hungary as well as dean of faculty at the Western Maryland College Budapest Program. He served as president of the Hungarian Higher Education and Research Council from 1997 to 2000 and was head of the task team responsible for the Higher Education Reform Project of Hungary from 1995 to 1998. Dr. Frenyó was president of the Hungarian Rectors' Conference from 1995 to 1997, and served as chairman of its International Committee from 1991 to 1995. He has also served as rector of the University of Veterinary Science in Budapest, the same institution from which he earned both D.V.M. and Ph.D. degrees. Dr. Frenyó is a member of the Universities Project Advisory Committee, a multiple-time alumnus of Universities Project symposia, and has participated in trips by the Visiting Advisors Program to Iasi, Romania in 1999 and Zagreb, Croatia in 2000.

Dr. C. Peter MAGRATH (USA) assumed the presidency in 1991 of the National Association of State Universities and Land-Grant Colleges (NASULGC), USA. 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. More recently, he organized the Kellogg Commission on the Future of State Universities and Land-Grant Colleges, a five-year project that has identified key priorities and directions for public universities in the USA. 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 Binghamton; held faculty and administrative posts at the University of Nebraska in Lincoln and at Brown University; and is the author of numerous books, monographs and articles. Dr. Magrath is a member of the Universities Project Advisory Committee, a multiple-time alumnus of the Universities Project symposia and has been team leader on trips by the Visiting Advisors Program to Brno, Czech Republic in 1999 and 2001 and to Novgorod, Russian Federation in 2000.

Dr. Jairam REDDY (South Africa) is currently associate research fellow in higher education at the Human Sciences Research Council in Pretoria, South Africa. 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 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 has been a faculty member of Salzburg Seminar Sessions and Universities Project symposia, and was a team member of the Visiting Advisors Program trip to Novosibirsk, Russian Federation in 2000.

Ms. Anna GLASS (USA) is program associate for the Universities Project at the Salzburg Seminar where she is responsible for the administrative and logistical preparations of several symposia per year. Originally from Maine, she has also lived in Frauenfeld, Switzerland and Paris, France during the course of her studies. She is a graduate of Middlebury College, Vermont, where she studied French, German, and English literature.

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.

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 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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