



**THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR
VISITING ADVISORS' REPORT**

**ST. PETERSBURG HERZEN STATE PEDAGOGICAL UNIVERSITY
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CONTENTS

	<u>Para. Nos.</u>
Introduction	1 – 5
Institutional Positioning and Strategic Development	6 – 12
Student and Educational Affairs	13 – 26
Quality Assessment	27 – 33
Transverse (Issues relating to the Institutions Capacity for Change and Development	34 – 44
Conclusion	45 – 46

INTRODUCTION

1. The Herzen State Pedagogical University (hereafter HSPU) is one of the largest and oldest universities in Russia, going back to an initial foundation in 1797. It is situated in an historic campus in the center of St. Petersburg, with some additional small branch campuses. St. Petersburg has a luxuriant higher education provision with 49 state HEI, 15 military HEI, and 60 non governmental (private) HEI (half of which are state accredited), under the general co-ordination of the St. Petersburg Government Committee for Science and Education and ultimately, the Ministry of the Russian Federation. Its principal characteristics are
 - 1.1 19,590 students (including 363 evening, 500 overseas and 7806 correspondence students); and 1943 staff (including 487 part-time)
 - 1.2 the program profile is based on a structure of bachelors degree (four years); specialist diploma (five years); masters (two years following the bachelors); candidate (three years) and doctor (three years)
 - 1.3 thirty fields of academic directions according to state standards (Humanities 12; Psychology and Pedagogy 10, Natural and Exact Sciences 8)
 - 1.4 a complex organizational structure of 26 faculties, 106 departments, 5 institutes, 24 centers and 43 research schools
 - 1.5 co-operative agreements with c. 60 foreign universities
 - 1.6 some eminent positions in Russian university rankings e.g. 2nd in postgraduate courses; 3rd in doctoral courses; 5th in staff retraining; 1st in employer rankings
 - 1.7 significant impact on other educational institutions in St. Petersburg and Russia through its innovations in the field of pedagogy.
2. HSPU invited the team under the auspices of the Visiting Advisor's Program of the Salzburg Seminar's Universities Project to review a series of issues pertinent to the University's development, identified by the Rector and his senior colleagues. These issues were refined into
 - Institutional positioning and general strategic development, especially in the context of the Russian Higher Education Reform
 - Student and Educational Affairs
 - Quality

but inevitably discussions also covered questions of organization and governance, financing and staffing. This report endeavors to cover all the above elements.

3. The number of discussion sessions which the University set up were not as extensive as the team anticipated, neither were the range of colleagues across the various parts of the University and externally. Thus, the amount of evidence collected by the team was somewhat limited, which the team regretted though the discussions were frank and interesting. The visit was helped by some initial documentation which though relatively brief was interesting in that it posed a number of paradoxes and contradictions which confront the University at this time. This provided a very useful stimulus to debate, and certainly, organizational paradoxes are to be construed as an important stimulus to re-thinking, and therefore, change.
4. The goal of the visit was not a formal evaluation of HSPU, but to discuss issues of common concern, drawing on various other national and international perspectives. While time was short and we are obviously not totally attuned to all the intricacies of Russian higher education, we are fairly sure that we have been able to present a combination of reflections and recommendations that may assist the University. Our main orientation is towards the next stage of development of this very eminent university, in response to a series of challenging external stimuli. We are conscious of the fact that many of these stimuli are generic across university systems, and are thus encouraged to think that our recommendations (emboldened in the text) will be relevant.
5. At the outset we wish to thank the Rector and all his colleagues for their excellent hospitality—social, cultural, intellectual and gastronomic—their warm friendship and stimulating discussions.

INSTITUTIONAL POSITIONING AND STRATEGIC DEVELOPMENT

Challenges

6. Historically, and currently, HSPU holds an eminent position in Russian higher education generally, and Russian pedagogical education particularly, as is evidenced by its standing in the various university rankings, already referred to. The Self Evaluation Report prepared by the University refers to its growing influence in the city, region and Russia, not only through its traditional strengths in pedagogy, but also in various other scientific areas. However, the University is, at least at the senior level, very conscious of current and future challenges and issues, to which coherent responses are needed. These include, *inter alia*
 - 6.1 a decline in demand for some 'old' established specialisms in higher education, due to economic and rectoral changes

- 6.2 the advent of demand for new kinds of professionals able to meet social and economic changes, and to adapt their careers to changes over time
- 6.3 the emergence of different categories of adult learners with quite different needs from the traditional student. These include students who require
 - refresher training in the same specialism;
 - further depth study and increasing specialization within the chosen specialism;
 - conversion from one specialization to another
- 6.4 consequences of the above for the supply of future teachers in schools and HEI
- 6.5 the challenge posed by private universities that often have course content newer than more traditional universities; curriculum flexibility; and swifter response rates to external opportunities than do many state universities
- 6.6 changing relationships between universities and parents, students, professions and employers especially in a regional setting
- 6.7 new government standards for higher education
- 6.8 the opportunities and threats posed by information technologies
- 6.9 the growing pressures to internationalize in terms of curriculum, student and staff experience and participation in scholarly and research activity. This has especial resonance at this time owing to the evolving policies on student mobility occasioned by the Bologna process and the desire to create “a European Higher Education Space”. This is clearly of great significance for Russia
- 6.10 the difficulties posed in contemporary Russia by a spiritual vacuum in society, which raises questions about the role of universities in student and societal philosophical and moral development, and how this might be pursued
- 6.11 the expected consequences for Russian higher education of a demographic downturn, and the reduction in the number of traditional students entering higher education
- 6.12 the expected continued downturn in the state financing of higher education, reinforcing the need for increased income generation from a range of alternative sources, something in which HSPU has been quite

successful in recent years, in terms of fees, continuing education, and to a lesser extent, in educational services and research.

7. The above constitutes the basis of a formidable agenda for change at HSPU. It is very encouraging to note the commitment of the rectorate to working through approaches to these challenges, but it is worth asking whether these issues are largely visible across and down the university, and whether there is sufficient encouragement at a practical level. **HSPU, if it has not already done so, may wish to consider the possibility of policy seminars across the University, also including regional stakeholders to build much greater awareness of these issues and to sensitize colleagues of the need to work existing practices and to create new approaches.** The team has some concerns that the excellent reputation of the HSPU may give rise to a certain complacency that past practices will necessarily suffice in the future: this would be unfortunate and the rectorate should guard against any possibilities in this regard.

In addition, the VAP team acknowledges the recognition of the University that

- 7.1 a multi-level preparation of specialists is clearly important in response to 6.1, 6.2, 6.3, 6.7 and 6.11 above, but **urges consideration of the nature of bachelors and masters' degrees bearing in mind emerging international consensus that first degrees may be broader and less narrowly specialized than hitherto, and may be inter-disciplinary also**
- 7.2 additional new specializations are needed, and indeed are being developed (e.g. law, school management, educational marketing, social work and social pedagogy), but **urges their integration into broader fields of study and research**
- 7.3 there is a "deficit of co-ordination". Suggestions are made to this point, later in this Report (paragraphs 35 – 40)
- 7.4 swift reaction to the needs of the environment is essential, but **urge consideration of some structured devolution of authority from the center to achieve this responsiveness, and the development of a certain entrepreneurialism without sacrificing essential academic standards** (see paragraph 36.3)
- 7.6 a new University strategy is important in terms of encapsulating proposed discussions, and acting as a rallying call internally and externally, but **urges attention to the character of the strategic process itself** (see paragraphs 38 – 44).

All these are essential consequences of the Higher Education Reform process.

Mission, Positioning and Status

8. In most systems, changes of the magnitude of the above normally raise questions about the differentiation of institutional mission, since universities will tend to cope with these changes in different ways, depending on their traditions, leadership, the location and character of their region, culture, resources and engagement with stakeholders. All this is related therefore to the position of a particular university within its system, and whether this should change in the light of changing circumstances. The preliminary papers referred to “shaping a modern image”, and this phrase needs some unpacking, in terms of what its operating characteristics might be. There are two dimensions of this that emerged in discussions

8.1 the future of Herzen as an officially titled pedagogical university. This discussion focused on the facts that HSPU is progressively diversifying its portfolio, way beyond that of pedagogy, both in teaching and research; and that of the graduates in pedagogy, most will obtain employment in various other than teaching (66%+). Given this increasing diversification and output, is it still right to call it a pedagogical university? Would a retitling reposition it? On the whole, the team feels the title is historically well founded, recognized, and is an important “market brand” which should not be sacrificed. **Nonetheless, HSPU might consider how the pedagogical traditions and national leadership/flagship role could be refocused with particular reference to the new 21st Century, and a growing international role. In this case, we would recommend**

- **a strong leadership role within Russia with regard to the various aspects of Bologna and the emerging European Higher Education space, and the re-orientation of some of its programs and research to this end**
- **a leadership role in relation to lifelong learning and the pedagogies associated therewith (so-called “androgogy”), including IT based learning and virtual provision**
- **interdisciplinarity and the pedagogical issues involved**
- **the identification of, and the delivery of generic student competencies which transcend individual specialisms (e.g. ethics and morality; leadership and interpersonal skills; group management; project management etc.), and the testing of different methods**
- **the design and testing of alternative forms of doctorate to the Ph.D., particularly since a majority of doctoral students are likely not to seek higher education employment. So called “professional doctorates” such as Ed.D. related to the development of the reflective practitioner would be relevant here**

- **the setting up of teaching and research programs in e-learning comparative education and educational policy which would be important specializations to any national leadership role and would enhance the international perspectives of the University and its reference groups**
- **the enhancement of the existing experimental activities of HSPU, in terms of new school curricula, using the University's own school and related schools for this purpose.**

In these ways, the pedagogic traditions of HSPU would be developed in such settings, and would enhance its existing pre-eminent position. These points are enlarged later in the Report.

- 8.2 the adoption of a “classical university” status. In terms of “shaping a modern identity”, the “classical university” aim seemed to the team to be a little incongruous, since many classical universities in Russia have characteristics which are not really related to a “modern identity”. They are often fragmented institutions; desperately weak on interdisciplinarity; bureaucratic; slow-moving; inward looking and not very quick in responding to stakeholder needs or shifts in the economy, despite their undoubted academic excellence. Thus, we would be apprehensive if HSPU espoused some of these features while seeking a ‘classical’ pedigree. If on the other hand, HSPU wanted such status and identity to secure more academic freedoms, the legitimacy to become increasingly comprehensive, and an unambiguous top rank status, this is different. **However, we would urge HSPU to examine the characteristics of high quality, yet swift moving universities in Europe and North America, since the operating characteristics of these responsive universities may be much more relevant to “shaping a modern identity”.**

Internationalization

9. Europeanization and internationalization has emerged as a promising theme in “shaping a modern identity”, and this is well suited to St. Petersburg’s historical role in Russia as the “Window on the West”. We have already mentioned some aspects of this, but in addition, **would raise the following points for consideration**
- 9.1 **what does HSPU feel is its current international standing in teaching and research in its main fields – and how does it know? Is there a case for international peer panels to review this in relation to its principal fields of activity?**
- 9.2 **what policy areas may need sharpening up in order to enhance the international dimension? e.g.**

- **enhancement of language training provision for incoming and outgoing students and staff**
- **a university-wide credit system compatible with the European ETCS to facilitate credit transfer and recognition**
- **more systematic accessing of non-Russian fellowship, awards and travel funding scheme**
- **jointly designed and managed courses with partner universities**
- **a realistic and rigorous evaluation of the actual costs and benefits of the 60 or so existing agreements of co-operation; dropping those which are effective; and developing new ones to suit the new strategic priorities**
- **IT partnerships with western universities who have existing IT infrastructures**
- **additional curricula in areas like comparative education and educational policy, which would attract foreign universities, but also enhance HSPU's service to the Russian system and its policy development.**

Regional Co-operation

10. In the April Symposium 2001 at Salzburg, considerable discussion took place on the Higher Education Reform, and the creation of a so-called "Educational District" in St. Petersburg, to act as a vehicle to pursue the reforms in a co-operative manner between universities and their regional partners—other HEI, schools, agencies and other stakeholders. Various hopes for benefits and expectations were identified in the case of Herzen, notably
 - 10.1 the introduction of stability in the regional educational market, especially in the context of demographic downturn
 - 10.2 expanded student choices
 - 10.3 the optimization of resource utilization
 - 10.4 the co-ordination of pedagogical reform, and of scientific methodology work
 - 10.5 the enhanced provision of continuing professional education for teachers

which seem very worthy aims.

11. However, in the following fifteen months, it seems little concrete progress has materialized, owing to
 - 11.1 only some 120 out of a possible 700 participants signed up – and not necessarily the most important players (e.g. St. Petersburg State University)
 - 11.2 no supporting legislation or financing was provided to incite or sustain what turned out to be a voluntary cooperation. The City of St. Petersburg appears lukewarm on the scheme
 - 11.3 there did not emerge an agreement on the nature of the coordinating top organ of the Educational District, nor on the organizational principles of co-ordination owing to internal competition between providers.
12. We did not detect any great enthusiasm at HSPU for expending undue energy in pushing for the formalization of the structure, and can understand this. Unless supporting legislation and finance is forthcoming **the VAP team would support the University in its approach of trying to achieve a series of multi-lateral links and partnerships in an opportunistic basis, and working with those whom it can do business.**

STUDENT AND EDUCATIONAL AFFAIRS

13. The Working group "Students' Needs and the Role of Students in Institutional Affairs" held its discussions in two sessions, the first with staff and students and the second exclusively with the representatives of HSPU students. The team therefore had the opportunity to get in a closer contact with the students and to learn a lot about their perspectives and problems.

The common ground for the discussions in the working group was a list of main issues presented by the HSPU in advance:

- 13.1 The forms of participation of students in a solution of the university problems
- 13.2 The responsibility of students for outcomes of their activity
- 13.3 The forms of interaction between the faculty staff and students in the solution of the university problems
- 13.4 Forms of control under the activity of students at the university
- 13.5 The forms of student's self-management in the university life
- 13.6 Student's self-management—as a school of preparation of the future leaders of education

- 13.7 Role of student's self-management in the organization of extracurricular activity of students
- 13.8 Degree of independence and responsibility of the students in a solution of the university problems
- 13.9 Introduction of interdisciplinary courses
- 13.10 Systems of academic credit and the transfer of credit between university (world and European experience)
- 13.11 Student evaluation of faculty members
- 13.12 Tuition fees and related issues
- 13.13 Foreign experience of student's self-management in the university life.

Due to the shortness of time not all the aspects were covered, so this report concentrates on those issues discussed during the sessions and adds some aspects treated on other occasions.

The Role of Students

- 14. The team were deeply impressed by the range of students' involvement in the different fields of university affairs and learned about the broad recent activities of the students' council as an independent body, the polls and questionnaires the students initiated to get a better picture of students needs', the initiatives towards a platform for information and discussion as an independent journal and website, the efforts to establish departmental students councils all over the University, and to get in closer co-operation with students' representatives of other universities in St. Petersburg. Striking reports were provided about students' activities in the field of the environment, especially the environment of their own university and the ways to improve it, the initiatives in respect to integrative research on an independent level and efforts in all spheres of the social and cultural life of Herzen University. The intention of the following recommendations is not to criticize but to honor the high level of students' involvement and to commend warmly all these activities.

Visible and Sustainable Participation

- 15. During the discussion the team had the opportunity to compare the positions of the students we had the opportunity to talk with and the overall level of participation at HSPU, with the situation in universities in Europe and USA. In almost all universities the number of students who are actively involved in the institutional issues of a university is rather low. This is true for elections that usually show a deplorably poor poll turnout, as well as for finding enough candidates for the various seats in the different committees and for the active commitment in institutional matters of the University. Nevertheless from the point of view of university governance it seems necessary to back all

initiatives in the field. **Therefore we recommend making all form of students participation and representation more visible and sustainable, including**

- 15.1 **setting up permanent administration for the representation of the students that has some permanent administrative staff and is managed by students and can help them to work on a more professional basis**
- 15.2 **helping students in establishing their own website as the best accepted medium for communication between students**
- 15.3 **supporting students in producing their independent journal since they do not feel their problems properly regarded in the University's official journal, which should not be seen as a rejection but as a reference to differences in points of view.**

A stable and permanent informational and administrative basis for student activities could be an answer to the questions raised in the catalogue of issues defined especially in respect to items 13.2, 13.4, 13.5, 13.6, and 13.8 concerning the independence, responsibility, and "student's self-management— as a school of preparation of the future leaders of education".

Inner-Institutional Participation in University Affairs

- 16. Experience elsewhere shows the difficulties students have in all universities to build and maintain a coherent and stable organization vertically and horizontally. It is often the case that there is some stress between the participation of students within the institutions of the University (i.e. e. as members of central or departmental committees) and the more independent world of students' unions or clubs. The same may well be true for students on different levels of a university or in different departments or subjects. This is quite normal, and appears to be the case at departmental level at HSPU. It seems to be difficult for the central council of students to find partners in all departments. The team recommends
 - 16.1 **an overall structure for students activities**
 - 16.2 **help is provided for all departments and other substructures to open their committees to students and to give incentives for a vital co-operation with the students. This could be a way to include students more intensively into "interaction between the faculty staff and students in the solution of the university problems" as defined in issues 13.3 and 13.11 (processes of evaluation of faculty members or study programs).**

Participation within the Region

- 17. A third means of encouraging and supporting the role of students concerns the ways and means of co-operation between students' representatives on

different levels and in different institutions within the region. The government of St. Petersburg described the close contacts between the governmental agency for higher education and the regional council of the students. HSPU is one of 49 state higher education institutions and its students are part of the total 350 000 St. Petersburg students. Notwithstanding the fact that HSPU is one of the best-esteemed educational institutions it seems to be an important element of the University policy to be strongly represented by its own students in the region of St. Petersburg. The team therefore recommends

- 17.1 **students at HSPU should take part in the tasks of a regional students union, to bring the students' needs into the regional political and planning process and to establish a horizontal inter university co-operation. This could be a way to better the situation in respect to issues 13.1, 13.10 and 13.12**
- 17.2 **the establishment of a permanent administrative structure we are recommending will be an important prerequisite to encourage dedicated students.**

Self organized Services

- 18. A fourth aspect to strengthen the position of students could be seen in the development of services offered by students to students. Such activities can help to create a self-managed budget for further activities and at the same time can be an excellent field for students to gain all kind of experience in self-organization and creating small businesses. In many European and US universities student unions or specialized student clubs have set up enterprises and services, such as
 - 18.1 small shops offering stationary, books, journals etc., travel agencies for low budget trips for special tours for foreign students etc.
 - 18.2 advisory and counseling services in the field of grants and scholarships, studying abroad, study problems etc.
 - 18.3 placement services for short time jobs
 - 18.4 help in finding an accommodation
 - 18.5 support in the use and maintenance of computers, courses in software and Internet.

By being active in student and University-related services students can combine university life and money making for their living and can amplify their theoretical study by a practical experience in economy. The team therefore recommends that **the students and the University establish various such activities on the campus as an approach to independence and responsibility, to self-management in the organization of extracurricular activity of students as it posed in issue 13.7.**

Learning and Teaching

19. Although during the intensive discussion with the representatives of the students about the learning and teaching structures we could not go into details, nevertheless we believe we obtained a sound general impression of the state of learning and teaching, and of the direction of possible improvements. We are convinced HSPU as the leading pedagogical institution not only in the region of St. Petersburg but in Russia as a whole should see and will see an important part of its mission in the reform of teaching and learning not only at schools but at the same time at the university itself. This means a consideration of HSPU's own pedagogic strategies.

Up till now the process of learning and teaching at HSPU according to state regulations seem to be organized along a traditional course structure with a rather high proportion of classroom hours and within these hours a high proportion of lectures given by a university teacher, so that

- 19.1 on the one hand this structure has its advantages for students such as very few drop outs, high level of personal relations between the members of the cohort and the lecturers; and good potential for individual help on the basis of a direct follow up of the development of the single student
- 19.2 on the other hand the students are used to remain in their group for the whole study time and have little chance to look into other departments and other study programs. The well-organized sequence of lessons filling the whole day and the whole week do not leave time for a self-managed learning process and any involvement with new experiences. In addition to this the students' possibility to make their own choices is reduced to a rather small number of electives mainly pre-selected by the program itself. What is at stake here is a conceptualization of the role of the university teacher, which does seem to be evolving in many university systems.

The university teacher is becoming less like the role of a salesman of canonized knowledge, as a result of which the students could take home a consumer good. It is more than his or her task is to guide the students in different forms of learning experience and that he or she should support the cultivation of curiosity and the development of a methodological sense. As a guide he or she would be more likely to offer information and methods, take part in teamwork, help to find access to knowledge and data, discuss the students' solutions and decisions, and give them assessment of their work in progress. The assumption is that the students cannot make progress without having their own perspective, and the ability to criticize is therefore very important as one expression of curiosity and methodological thinking.

The team admits that these goals are not easy to reach and they are not at all fully reached in many universities. We are convinced that we have to go in this direction and that this could be a vision for HSPU as well, such as self reflexive attitude, based on not just influencing learning and teaching in

schools by educating excellent teachers, but being itself a center of most advanced ways of learning and teaching also will help to stabilize HSPU as the leading force in modern ways of higher education in Russia. What may be the significant dimension of this?

20. An important step to introduce interdisciplinary study elements as defined in issue 13.9 we would see in **the decrease of classroom hours and in the relaxation of rigid course structure. The increase of electives to at least 30% of a program is another step in the same direction.** This would make possible frequent encounters between students of different ages and different departments, bring in more openness for students to switch between subjects, and to provide more diversity of experience of other students and lecturers. A more intensive relaxation of the strict course orientation will allow students to create their own way through the program by combining the offers of the University in a new and creative way. This raises the question of recognition of student's achievements all over the University and perhaps between the universities in the St. Petersburg region and lead to the development of credits and the transfer of credit point. **To prepare the University for the exchange of students between national and international universities we recommend strongly the development of possibilities of a change within HSPU itself and with adjacent universities in St. Petersburg and elsewhere.** Improvements in these fields will encourage the students to make their own choices, to intensify the learning as distinct from teaching experiences, and to strengthen the responsibility of students for the outcomes of their activities as outlined in 13.2. The idea of autonomous learning and of deeper involvement into research may thus be developed further.
21. Given what has already been said, the University may wish to consider the philosophy of learning and enquiry that it deploys across its range of taught courses. Across higher education systems worldwide, and in our view, studying at a university today should provide the students with the chance of developing a strong research orientation. Central for this attitude is curiosity and in the institutional context of the university curiosity takes on the form of scholarly interest. This interest focuses not only on the formally prescribed courses and on the state of the art of the given discipline, but goes beyond and strives to enrichment and enlargement of knowledge. It is challenged by the questions and problems coming up in the courses. HSPU may wish to introduce a study process structure where from the beginning every student has to go through phases of self managed work on his or her own or in teams and to present the results of this work to other students and to professors. This will give the chance to every student to see that each piece of the knowledge presented in lessons or in textbooks has a complex background. Teaching strategies, based on didactics, aim at 'indoctrination', tend to present isolated facts, simplify the substance matter in an arbitrary way, and thereby undermine curiosity and the sense for methodical stringency. These other learning strategies would allow the students to autonomously appropriate knowledge, and this appropriation means research, even if the students learn the body of knowledge, which existed already before and is only new to them. The team urges a debate within HSPU on where it stands on the above and what should be its response to the challenges.

22. Much of modern employment now demands that graduates work in project teams and groups constantly forming and re-forming, rather in strict hierarchical settings. Increasingly, this appears to be the case in Russia, and the team thus wonders what opportunity should be given to students at HSPU to develop their skills and confidence in this domain as a structured part of their educational experience. In a typical program based on the above, the following might be found
- 22.1 students work for a longer time, at least for a year, in a research project. At the start a group of students design a feasible research program in coordination with a lecturer as the responsible tutor, then constitute a research team with members of the academic staff as consultant and then they deliver a final report
 - 22.2 their cooperation is subject to the condition that their involvement is limited and leaves opportunity for other scholarly commitments
 - 22.3 organizing and realizing a research project provides the students with the possibility to discuss theories about the hypothesis of the project, to prepare the methodical instruments, to get engaged in field work, to work on data interpretation, to acquire the qualification for team work etc. It might happen often, that the students will write their thesis about the subject of the study, which they participated in.

The team recommends **the HSPU actively consider how far its current programs relate to their mode, and what the advantages and required operational conditions would be to realize the possibilities.**

23. As has been indicated in para. 8.1, there is now a discernible move internationally to respond to employers' requests for training in generic competencies which transcend specific disciplines and specializations, such as leadership, teamwork, communication, presentation, project management, decision making. The development of curiosity and methodical rationality in these domains is said to enhance not only the instrumental competencies, but increase at the same time self-awareness and personal autonomy. This topic is likely to increase in importance in Russia, and is certainly connected with the issues in paragraph 21. The team would therefore recommend that the University
- 23.1 **discuss whether it has a general policy already on this question**
 - 23.2 **if it has, is it explicit, and being followed across the University with consistency, or just variably applied?**
 - 23.3 **if it has not, should it have such a policy, and if so, how should these generic skills be developed, e.g.**
 - **by each faculty/department in isolation**

- **by incorporation into each curriculum as appropriate**
- **by standard programs across the University delivered to mixed faculty groups**
- **by standard programs delivered within a faculty but by university-wide experts in the skills concerned.**

24. The advent of new information technologies and media is clearly posing big strategic issues for universities world wide, in terms of computer investment, software design and the use of the Internet. We learned that in some departments the level of computer literacy is very well developed, in others the level is still rather low. The access to and the use of all kinds of information and communication technology is in the first place a question of economics, but it is also a question of the optimal use of resources available. We therefore recommend that

- 24.1 the opening hours of all computer rooms to a maximum close to twenty-four hours a day/seven days a week
- 24.2 language competencies should be approved to allow all students the access to the global world of information via Internet and to overcome the scarcity of up to date textbooks and printed journals
- 24.3 expansion of the co-operation with those universities in Russia who offer courses and programs in the Internet in Russian language
- 24.4 convincing all lecturers that they have to familiarize themselves with all aspects of the new media and to use it in courses and as means of communication with students and colleagues in a self evident way.

We realize fully the issues involved—financial investment, staff development, program design etc., but also feel that much can be done within the existing resource base.

Lifelong learning

25. In paragraphs 6.3 and 8.1, we indicated that lifelong learning was likely to be one of the principal challenges confronting the University in the next decade. This is based on the assumption that the narrow specialized professional programs associated with much of traditional education is likely to be inadequate for the turbulent labor markets of the future, where graduates not only have to update themselves with regular frequency, but also face the possibilities of job conversion into different fields. Apart from these considerations, there is also the backlog resulting from widening access.

There are two main dimensions of this for Herzen :

- 25.1 educating the adult learner. We were pleased to see a clear recognition of this policy area, and applaud the steps that have already been taken

in relation to the categories of learners defined. In addition, we would recommend consideration of

- **development of adult learning pedagogies (so-called “androgogy”) and alternative forms of student assessment**
- **the use of IT provision and virtual learning as means of self-managed learning**
- **taking a leadership role in the above, not only in the St. Petersburg region, but across Russia, as befitting its traditions as a leading pedagogical university.**

25.2 a consideration of how far the basic education at HSPU equips the graduate for a lifetime of self initiated, self managed learning, whether attached to HSPU or not. This is a difficult strategic issue, given the eminent traditions of the University, and is related to the points discussed in paragraph 8.

Among the options we feel HSPU should discuss in terms of its educational strategy are the following:

- one possibility would be to increase considerably the number of specialisms, which could provide more niches of attraction to the labor market, as long as this was accompanied by a widespread choice of subjects by students, leading to a more generalized first degree, including the generic skills referred to earlier (as is the tendency in US and Western Europe)
- a second possibility would be to reduce the overall number of specializations into really strong groupings (as postulated in paragraph 36.1 for instance), and at the same time providing choice within these broad fields
- encouragement of the principle of self managed learning, so that students are trained to become autonomous life long learners.

It is not for the team to prescribe which of the above should be adopted, but **the team does recommend a detailed assessment by the University of the possible avenues in both paragraphs 25.1 and 25.2.**

26. Student and Educational Affairs thus poses a rich set of possible agendas for strategic change at HSPU, and the university, it is hoped, will espouse these discussions with enthusiasm.

QUALITY ASSESSMENT

27. HSPU's concern for issues of quality seems to be heightened by a national movement toward massification of higher education generally, modernization of higher education including some movement away from a quality control

model that focused in large measure on national curriculum standards, and an institutional accreditation exercise that will culminate in 2003 by an accreditation visit by the independent governmental body charged with this function under the law.

Time limitations precluded a detailed review of the externally imposed accreditation standards being used or internal assessment processes now in place but selected dimensions of these two arenas were discussed. It is our impression that HSPU's focus within the quality arena is currently centered around the 2003 external accreditation visit. While this accreditation exercise is very important to HSPU, we believe that on-going, internal quality assessment processes are, in the long run far more important to the future of HSPU.

Learning Outcomes.

28. HSPU, along with other Russian universities, uses a system of externally validated graduation exams to assess student achievement. While these intensive oral examinations at graduation are not standardized nor nationally normed in any formal sense, they are chaired by senior academics external to HSPU and constitute an in-depth assessment of each student's competence. Performance is graded and this provides a measure, albeit somewhat subjective, of relative student learning performance. This labor-intensive process provides a basis for assessment of student learning outcomes for specialities and, when aggregated, for overall institutional performance. Most nations do not even approach and would envy this type of in-depth assessment of student learning. It is not widely used elsewhere because of time and cost factors but has in some areas been replaced by written final examinations both normed (e.g., Graduate Record Examinations in the U.S.) and not normed (final examinations in the U.K.).

We commend efforts of HSPU to continue this in-depth assessment of student learning and, assuming the university has the resources to continue this process, recommend

- 28.1 **that HSPU build upon the strength of this existing process for measuring learning outcomes. In order to increase the validity and reliability of these exams, HSPU could, for example, move toward greater standardization of exams within specialities. Greater standardization could lead to more formal "benchmarking" or comparison of performance with other universities. There would have to be a greater measure of test standardization nationally or at least within similar institutions to achieve greater comparability**
- 28.2 **that the results of these exams be given greater publicity. Greater awareness within HSPU and to external audiences (e.g., prospective students) will reinforce the importance of learning outcomes and in all probability strengthen the position and regard of HSPU nationally.**

Accreditation

29. The accreditation criteria described in general terms to us appear to reflect common accreditation practices adopted elsewhere, i.e., a mixture of input (e.g., library collections, equipment), process (e.g., faculty activities), and output (e.g., student achievement) indicators.
- 29.1 one area where the criteria described to us seem deficient is in assessing whether certain internal university processes and policies are in place for monitoring quality on an on-going basis. For example, does the University have in place organizational structures (administrative officers and/or committees) with on-going responsibilities for monitoring quality assurance processes and policies adopted as a guide to such individuals and groups? We recommend that **processes, some of which are described below, might include regular program reviews, fostering innovation in new educational delivery modes, etc.**
- 29.2 characteristic of most accreditation processes, the accreditation process indicators focus largely on the teaching and learning process. Some countries (e.g., the U.K. – see information about the Research Assessment Exercise at <http://www.hero.ac.uk/rae/index.htm>) have established separate national processes to formally assess the quality of research efforts at universities. **We recommend that internal quality assurance processes established at HSPU examine all the major functions of universities – teaching, research and service – in an integrated way.**

Broader, Institutionally based Quality Assessment

- 30.
- 30.1 a Culture of Quality Assessment: leading universities have, over time, developed a culture that values and expects on-going quality assessment and have developed, at all levels within the institution, various processes and organizational structures that promote assessment. These structures and processes are independent of any externally imposed accreditation or assessment requirements. HSPU obviously values highly the assessment of student learning by investing significant resources in a rigorous system of oral examinations.
- The primary purposes of quality assessment are both accountability to stakeholders (including internal stakeholders) and improvement of education practices
- 30.2 examples of good practice in internal quality assessment drawn from other countries are listed here. The descriptions represent generalized principles of practice (for an overview of practices as well as detailed case studies of quality assurance programs, see John Brennan and

Tarla Shah, *Managing Quality in Higher Education: An International Perspective on Institutional Assessment and Change*. The Society for Research Into Higher Education. OECD, SRHE and Open University Press, 2000). Time limitations while at HSPU precluded us from examining the extent to which HSPU has implemented these principles of good practice

- 30.3 Data Gathering and Reporting: quality is a multifaceted phenomenon and its assessment therefore necessitates the gathering of data from a wide variety of sources and on multiple dimensions. Universities concerned with improving quality typically invest substantial resources in defining and gathering data on various student attributes, modes of teaching, academic staff attributes and activities, research funding and publications, cost and other financial variables and other dimensions. These data are carefully defined for consistency in time series analyses as well as reported regularly and widely, i.e., there is a transparency or sharing of information among all interested parties. **We recommend HSPU examine its current practices in this regard**
- 30.4 Organizational Infrastructure: good quality assessment requires institutionalization or regular processes and established structure if it is to be sustained over time. High-level organizational responsibility for quality assessment is commonly supplemented by broadly based committees or councils responsible for overseeing internal quality assessment processes and regular reporting of the results of these processes. We could not discern, in the time available, where HSPU stands on this, **so recommend the University consider its position**
- 30.5 Program Reviews: a typical institutionalized process for quality assessment is some type of regular academic program review. Academic programs or departments undergo periodic (every five to seven years) reviews by peers (internal, national and often international) who review self assessments, teaching processes and modes of delivery, research work, strength of leadership, climate for innovation, and other dimensions central to the health and quality of work in a program or department. The results of these reviews are shared fully with the concerned department, program or faculty involved as well as the relevant administrative officers such as the vice rector and rector. A summary of findings is generally shared much more widely within the institution and appropriate university councils and even at the ministry level. Rigorous and candid reviews demonstrate, especially to external audiences, that the University is interested in and willing to perform meaningful internal regulation and direction. **Again, we recommend HSPU consider the above**
- 30.6 Staff Evaluation and Development: regular and rigorous reviews of academic staff performance are a central feature of good practices in quality assessment. These reviews range from annual performance reviews tied to salary increases to periodic contract renewals or promotion reviews. Transparent criteria and review procedures are

characteristic of good practice here. Staff evaluations should be both formative (i.e., used as important information in the staff development programs to improve skills) and summative (i.e. as the basis upon which contract renewal and compensation decisions are made). Peer and student input in these evaluations is also characteristic of good practice. **This is again a point for HSPU to consider**

- 30.7 Students as Partners in Quality Assessment: universities around the world are increasingly involving students in their quality assessment processes. From our interviews with HSPU students, we understand that student evaluations of teaching does occur in some classes but that these evaluations seem to be dependent on the willingness of the academic staff member to initiate or in response to a complaint initiated by students.

We recommend that

- **HSPU develop a regular system of student evaluations for all classes**
- **Joint student and academic staff input into the design of an evaluation will mitigate against problems of poor questionnaires**
- **that the results of these evaluations be built into staff evaluation decisions (e.g. contract renewals and teaching assignment decisions).**

31. Recognition of Russian Academic Degrees: one important issue raised in our discussions was the acceptance of degrees and other academic work of Russian universities elsewhere in the world. As HSPU students seek international academic experiences and as Europeans and others seek a HSPU experience, it is important for HSPU to develop credit and transfer policies that facilitate exchanges.

We commend HSPU for the development of a degree structure that is compatible with worldwide trends. **We recommend that HSPU develop credit and transfer policies that are consistent with the course “architecture” and other policies being developed under the Bologna agreements and subsequent efforts of the EU and other countries to facilitate student transfers and exchanges.**

32. Rankings and Other Comparative Exercises: another issue raised in our discussions was the increasing popularity of ranking exercises among universities with respect to the quality of education offered students. We offer a word of caution based on the experiences in other countries. In some countries, such as the U.S. and the U.K. ranking exercises have turned into statistical and public relations “games” whereby institutions have used and misused dubious rankings to market their programs competitively.

- 32.1 We recommend that **resources spent on these kinds of competitive exercises would, in our view, be far better spent on substantive quality assurance processes within the university**
- 32.2 HSPU explores the possibilities of developing and sharing data with other similar universities within Russia and elsewhere. Comparative data analyses, sometimes referred to as “benchmarking” can be used positively for diagnosis and comparative performance without the negative aspects of rankings referred to above. An example of such a voluntary effort among co-operating universities is the Delaware Cost Study in the U.S. Participating universities have voluntarily submitted cost and other data to the University of Delaware who in turn analyses and shares aggregate information with all participating institutions (for more information see, “National Study of Instructional Costs and Productivity” at <http://www.udel.edu/IR/cost/>)
33. In short, we applaud much of what is going on in HSPU in the general field of Quality. Probably the time is now appropriate for a systematization of effort in the various domains described above to prepare for future challenges.

TRANSVERSE ISSUES RELATING TO THE INSTITUTION’S CAPACITY FOR CHANGE AND DEVELOPMENT

34. It is apparent from some of the above paragraphs that sustaining its position as a leading Russian university in the light of major external challenges, national and international, will not be inevitable, but will require a great deal of adjustment, certainly building on its strong current position and reputation. The evolution of HSPU will certainly be evident in terms of
- 34.1 expansion, and earlier paragraphs, have detailed areas to which this has already commenced and is likely to commence. To date, and for perfectly understandable reasons, the expansion has been largely incremental, consisting of adding various disciplines, programs, organizational units and functions without necessarily assessing the implications for the totality of organizational mission, structure, processes and personnel. It is therefore important that HSPU whilst expanding, also embraces ...
- 34.2 systematization in the process of institutional transformation. If this is neglected the VAP team feels that there is a danger of
- lack of overall cohesion and co-ordination
 - too many ad hoc responses across HSPU to cope with the opportunities of growth
 - conflicting pressures on staff and departments
 - resource inefficiencies.

On the other hand, excessive over-systematization should be avoided since this could lead to a throttling of initiatives, and a control culture. The balance is difficult to achieve, and we recognize this. However, in our view, in the next phase of the institution's development, a careful balance between creative expansion and systematization of effort needs to be achieved, and the following paragraphs indicate important dimensions by which this might be achieved.

Structure

35. Organizational structure is one major element at which expansion and systematization come together. The major area for discussion is the organization of the so-called academic heartland – the faculties and departments. This is typified at present by the following:

35.1 26 faculties; 106 departments; 5 institutes; 24 centers and 43 research schools. This seems to us to present considerable problems of

- critical mass in some areas
- a very wide span of control for the Rector, which by western standards is rather wide
- achieving interdisciplinarity across subject boundaries—which we consider to be a key for the 21st century
- overspecialization
- resource duplication
- devolving authority, since many units have not the infrastructure to manage devolution

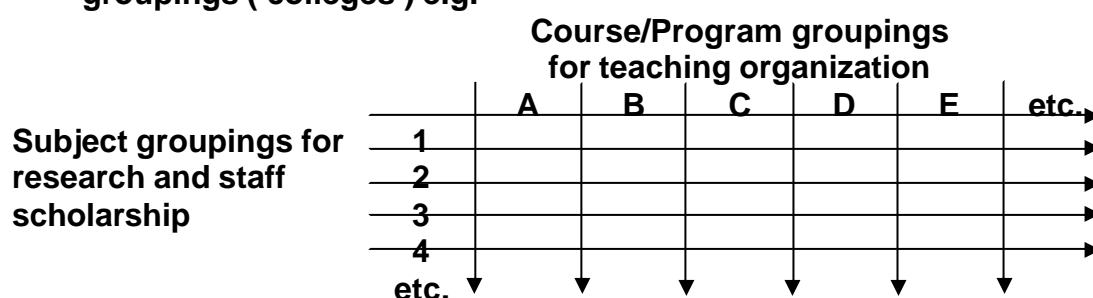
35.2 the normal way of expansion at HSPU is to add faculty and departments laterally rather than consolidate from existing structures – understandable in terms of financing, but nonetheless seems to be presenting growing issues

35.3 to cope with demands of transverse academic offerings and interdisciplinarity, various institutes have been created drawing on expertise from different parts of the university, which is good e.g. Peoples of the North, Natural Sciences, Pre-School and Primary Education. We detected two versions of the role of institutes

- first, as an essentially lateral organization embracing various disciplines in a co-operative venture
- second, as a layer in the University structure between the Rector and the faculty

and some confusion at different levels in the University, not only as to the role of the institute, but also on the respective powers and authority of institute leaders relative to deans and heads of heads of departments. Various functions for the institute were advanced, e.g. new program development; co-operation in the use of teaching expertise; resource efficiency; training faculty. However, there does not seem to be a common view of these issues amongst colleagues with whom we talked

- 35.4 it was generally held that such institutes should emerge as a consequence of co-operation, but it was unclear what was the process of designation, and what incentives should be deployed to encourage such co-operation.
- 35.5 In short, we would **recommend that these ambiguities be addressed in terms of the role, status, financing and authority of such institutes.**
36. **As far as the broader question of the number of faculties is concerned, we would propose the University consider a number of approaches to simplify the structure and increase flexibility.**
- 36.1 **a grouping of existing faculties into much fewer groups, larger, interdisciplinary units, as is currently happening in UK, Japan, Germany and US. It is not for us to propose precise groupings, but we could imagine, for instance, national effective ‘colleges’ of**
- **Languages and Linguistics**
 - **Education and Psychology**
 - **Natural Sciences**
 - **Humanities**
 - **Social Sciences, Business and Law**
- which could provide the organizational framework for the University in the future**
- 36.2 **a possible internal matrix structure within the new faculty groupings (‘colleges’) e.g.**



These would facilitate lateral co-operation and achieve resource efficiency

- 36.3 **decentralization of authority to these new ‘colleges’ as appropriate in areas such as personnel decisions, financial matters, academic affairs, within clear policy and procedural frameworks, thus encouraging creativity ownership and less dependence on the center**
 - 36.4 **in academic terms, a university wide credit system compatible with the European Credit Transfer System (ECTS), to facilitate linkages, and also university-wide provision of common generic subjects, rather than fragmented delivery.**
37. The VAP team noted a rectorate of substantial size, with seven vice-rectors, six of which have functional responsibilities across the University for study programs (three, one also including In-service Training and Reinstitution); scientific research; international co-operation; and management and administrative affairs. For a university of this size, this is not unreasonable. Since this body would seem to be the University’s Steering Core and Strategic Management Group, **we would only request at this stage, that the University considers**
- 37.1 **whether it has the appropriate portfolios to cover the strategic challenges previously identified e.g. who has responsibility for IT/e-learning; regional liaison; human resources development; income generation; quality**
 - 37.2 **whether the vice-rectors’ roles are conceived as essentially about the university-wide administration of their functions, or whether they have a genuinely strategic formulation and change role**
 - 37.3 **since many of their portfolios overlap in respect of given policy areas, whether they have access to other parts of the university bureaucracy that are relevant to the policy area concerned**
 - 37.4 **whether they have resources and incentives to inspire behavior in the faculties.**

Strategic Planning Processes

38. The VAP team did not develop a very clear picture of internal planning processes, but from various small unconnected comments, would hazard a guess that they are not as much geared to institutional change as they might be, especially in the context of future development possibilities. Clearly, the Rector’s drive and energy over the last few years has been a main engine in the change process, but the essence of a strategic planning process is that it supports and communicates vision to all parts of the University.

39. Accordingly, the VAP team **recommends that the University might usefully consider the following points in assessing whether its current planning arrangements are adequate for the next five years, e.g.**
- 39.1 **does the University have a well publicized strategic plan for its development over the next five or so years, which has been the subject of systematic internal debate and engagement with external stakeholders, which might include**
- **the changing university academic profile: adjustment of course architecture in terms of bachelors, masters, doctorate and post doctorate, and the creation of new specialisms and interdisciplinary specialisms**
 - **Lifelong learning**
 - **research strategy**
 - **international strategy**
 - **policy towards developing practice in Russian primary and secondary school systems**
 - **staffing strategy**
 - **buildings and financial strategy**
etc.
- 39.2 **if such a plan broadly exists for the university as a whole, how is it translated into objectives for faculties etc.?**
- 39.3 **how effective is the year-by-year process of monitoring through performance indicators, and adjusting priorities?**
- 39.4 **does the resource allocation/budgetary system contain the necessary incentives to encourage behavior in agreed directions and internal co-operation?**
40. It may be that many of these already exist in fact or in embryonic form, but, in the interests of systematization, it may be worth appraising how well they are functioning and whether they operate in a co-ordinated manner. In other systems, institutional capacity for change is generally facilitated by an effective planning framework that engages wide contributions and commitment. The team will be pleased to advise on specific examples if this would be helpful.

Staffing Policies in the Future

41. As has been indicated, HSPU has an impressive pedigree and a sound understanding of the opportunities of the next five years, at least at the top.

Some of these challenges are formidable—the IT revolution in teaching, learning, research and administration; interdisciplinary; internationalization of programs, faculty and students; lifelong learning etc. The strategic question is whether HSPU has the staffing capacity to deliver on these, both qualitatively and quantitatively.

42. The VAP team was impressed by colleagues that we met, and also by the students. We also understand that the faculty age-profile is quite favorable, with a good spread across the age groups, which should facilitate adjustment to the challenges in theory at least. **However, there are other domains that the University would need to consider its priorities e.g.**
- 42.1 **staff development and training: we observe a Vice-Rector with responsibility for In-Service Training, but does this refer to this function within the university or in schools? If not, who holds this portfolio for academic and administrator staff development. In addition,**
- **are internal staff development interviews already established for academics and administrators, and if so, do they work effectively in generating priorities?**
 - **is there a regular program of staff induction, updating, sabbaticals and other means? What incentives have staff to participate?**
- 42.2 **the internationalization priority is clearly difficult to realize, especially given the economic differences between Russia and the West. The team would here recommend**
- **providing encouragement and incentives for staff language training, especially English, and enhancing Internet access.**
 - **utilizing more fully the now extensive arrangements for staff study abroad, via fellowships from foundations and government agencies (e.g. IREX, DAAD, British Council) and the various EU programs relating to the former Soviet bloc.**
 - **creating purposive joint staff exchange arrangements with western and other universities.**
- 42.3 **in common with other Russian universities, there seems to be a problem of sufficient staff time for new initiatives, for research, and for scholarly activities. Avenues of approaching this would seem to include**
- **reducing the student ‘taught’ workload, which must result in an unnecessarily high consumption of staff time. We understand that this has recently been reduced to 26 hours**

per week, but in international terms, this is still very high. Substituting “learning” for class contact “teaching” is the key and IT based learning may be a future direction to follow overtime, as an adjunct to normal class contact.

- **avoiding duplication of courses and classes across the University, by providing common classes for common subject that are found in many specializations.**

However, the Visiting Advisors well appreciate the issues involved, and would be pleased to provide further details.

Institutional Culture

43. Russian universities, especially Herzen, have a fine tradition of eminent research and scholarship and a strong focus on the education of skilled specialists for the labor market, which has clearly served the country well. However, these scholarly traditions have been associated umbilically with an institutional culture that has had identifiable elements such as

- 43.1 a tendency of unwillingness to experiment and take risks, because of the long period of Soviet control i.e. dependence on decisions by the hierarchy
- 43.2 a fragmented culture owing to the predominance of discipline-based specialisms
- 43.3 a reluctance in many professional fields to be outward looking in response external stakeholders requests and processes as distinct from academic peer pressure
- 43.4 an evaluative ethic geared to the requirements of an external state quality standards regime, rather than the needs of institutional change.

Some of these tendencies can be observed in parts of HSPU, and while thoroughly understandable in historical terms, may well hinder the achievements and priorities identified by the Rector.

44. Herzen's capacity for change and development thus is probably linked to its ability to evolve its cultural and behavioral norms towards
- **more grassroots innovation from below**
 - **creating a learning organization able to experiment, make mistakes and learn therefrom without fear of retribution**
 - **constantly screening external trends at all levels in the organization, and formulating creative responses thereto within a broad policy frame**

- **the encouragement of horizontal communication and understanding across faculties**
- **the devolution of decision-making and the acceptance of ownership**
- **evaluation linked to organizational improvement.**

CONCLUSION

45. Most of the proposals made in the various sections of this Report are made with the assumptions that some evolution of organizational culture is probably needed, and that this is to be approached through a combination of

45.1 leadership style from the top—delegation with accountability

45.2 structural modification

45.3 the design of instruments to facilitate change in different domains of university life e.g. strategic planning

45.4 staff development related to attitude change and the acquisition of new competencies

45.5 external forces that challenge existing assumptions.

The twin trajectories of expansion and systematization can certainly be assisted via the above, and the VAP team is confident that the University can sustain and enlarge its reputation and performance stimulated by the external challenges.

46. Again, we thank the Rector and his colleagues for inviting us, and the two Foundations for their wisdom and foresight in sponsoring the Universities Project and Visiting Advisors Program. We hope for, and would expect significant benefits for HSPU from its participation, and wish it well for the future.

Visiting Advisors

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John Davies is dean of the graduate school and former pro vice chancellor for research, enterprise, and innovation at Anglia Polytechnic University and pro vice chancellor for quality assurance and organization development at La Trobe University, Australia. He is also professor of higher education management at the University of Bath, academic director of the European Rectors Management Program, and has been a consultant in higher education management to the European University Association and the Organization for Economic Cooperation and Development (OECD) since 1977. The founding dean of the Anglia Business School and chair of its Higher Education Management Program, Professor Davies has undertaken numerous strategic consultancy projects in higher education in several countries and directed research and development projects for OECD, UNESCO, and the European Union. Professor Davies is a member of the Universities Project Advisory Committee, an alumnus of many Universities Project symposia, and has served as team leader of consultant visits by Visiting Advisors Program teams to the Russian Federation.



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Anthony Morgan

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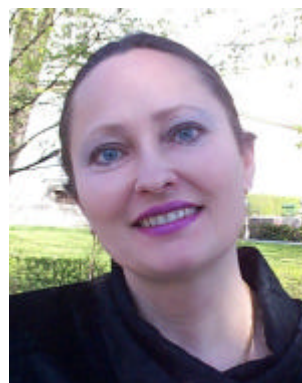
Tony Morgan is professor of educational leadership and policy, co-director of the Utah Education Policy Center, and special assistant to the president at the University of Utah, Salt Lake City, where he was also vice president for budget and planning for fourteen years. He has served as consultant for the World Bank in East Europe, principal investigator for a Mellon Foundation grant in Hungary, teacher for the Open Society Institute, and has worked in the United Kingdom and the Middle East. Dr. Morgan received a B.S. in political science from the University of Utah; an M.A. from the University of California, Los Angeles; and a Ph.D. from the University of California, Berkeley. He is a member of the Universities Project Advisory Committee, an alumnus of many Universities Project symposia, and has participated in consultant visits by Visiting Advisors Program teams to Central and East Europe and the Russian Federation.



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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 2001, more than thirty VAP visits will have taken place to universities in East and Central Europe and Russia. A full schedule of visits is planned for 2002 and beyond. 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.

The Salzburg Seminar acknowledges with gratitude the William and Flora Hewlett Foundation and the W.K. Kellogg Foundation, which are funding the Universities Project and the Visiting Advisors Program respectively.

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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