

REPORT on the
Krasnoyarsk State University
Russian Federation
May 11-13, 2004

SALZBURG SEMINAR

UNIVERSITIES PROJECT
VISITING ADVISORS PROGRAM



**The Universities Project of the Salzburg Seminar
Visiting Advisors Program**

**Summary Report of the Visit to the
Krasnoyarsk State University, Russian Federation
May 11–13, 2004**

Team Members:

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1. Introduction

The Visiting Advisors Program of the Universities Project of the Salzburg Seminar aims at advising and assisting university leaders in Central and Eastern Europe, the Russian Federation and the Newly Independent States to develop new approaches to concerns expressed by the host academic institutions.

The invitation to visit Krasnoyarsk State University came from the Rector, Dr. Alexander S. Provorov. The Consultant Team visited the University in a three day period from May 11–13, 2004. Compared to visits to other universities by Visiting Advisory Groups this site visit was very short.

The observations and suggestions of the Visiting Group must accordingly be made with considerable caution. The members of the Group have wide experience in viewing universities and other institutions of higher education in an international comparative context. They realize that there is a difficulty in making valid observations without a greater knowledge of the host university and its relationship both to its region and to the wider field of Russian higher education.

The Visiting Team is most grateful that it had the opportunity to meet with the Rector, Vice Rectors, deans, professors, administrative and library staff, and

students of Krasnoyarsk State University. The Group also met with Professor Anatoli Lepeshev, Chairman of the Committee for Higher Education and Research of the Administration of the Krasnoyarsk region. This provided a valuable perspective on the University's links with its local region and its relationship with regional economic development.

To achieve its goals the Advisory Program envisages two stages of discussion and investigation:

1. the preparation of background materials by the university in question (this includes data and information about the institution and about the context of its operation together with an identification of the issues which are to be discussed with the external visitors);
2. a site visit by the external team of academics and administrators who are to discuss with the members of the host institution the themes identified in the background papers. In this instance Krasnoyarsk State University (KSU) had produced and forwarded the following material to the Visiting Team:
 - overall information on the city of Krasnoyarsk and Krasnoyarsk State University
 - a self-assessment report of KSU
 - the KSU Strategic Development Plan
 - an organizational chart of the Rectorate
 - overviews on revenues, expenditure and budget development

2. Background

The University was founded in 1969. It has 9,690 students currently, including 6,434 full-time, 263 part-time and 2,993 correspondence. The 21 percent increase in student numbers since 1999 has mainly been among correspondence students. 330 are postgraduate students, of whom 247 are full-time. There are 552 teaching staff, slightly more than half of whom were under forty years of age as at 1 January 2003.

In 2003 the University had a budget of 338.78 million rubles. Of this, 52 percent came from state funding with 48 percent from "non-budget financing." Of the non-budget portion of the income 62.5 percent came from student fees, making this over 30 percent of the entire university budget. 24 percent of the full time student body is fee-paying, as is 100 percent of part time and 50 percent of correspondence students. The university budget has more than trebled from the 106.03 million rubles generated in 1999.

The University has twelve departments – Biology, Physics, Chemistry, Mathematics and Computer Science, Philology and Journalism, Economics,

Arts Studies, Modern Foreign Languages, Physical Training and Sports, Psychology and Pedagogy, Law and Social, and Legal Studies.

The University's reputation has traditionally been as a leading scientific university in both teaching and research. In recent years the growth areas have been in disciplines such as law, economics, management, languages, arts studies, and physical training and sports. These appear to enjoy greater student demand and also to have become increasingly engaged in international cooperation. They also appear to have been the most successful in attracting fee-paying students.

Krasnoyarsk was a closed city in Soviet times, but the University appears to have adapted quickly to new conditions and participates in TEMPUS-TACIS, DAAD and Robert Bosch Foundation projects. Co-operation is taking place with universities in Germany, Holland, the United Kingdom and the United States of America. Language exchange programs are in place for English, Turkish and Chinese with plans to extend to Korean.

The ongoing support of research is highly dependent on non-budget funds with 57 percent of research funding coming from that source.

As the University's own self-assessment document observes, the University has a complicated structure of multi-stage training which includes pre-university training, post-diploma education and scientific research, in addition to the mainstream functions of higher education. The academic process in all subjects is organized according to the curriculum elaborated in the state Higher Educational Standard.

3. Overall Impressions of Krasnoyarsk State University

The Visiting Team was favorably impressed with the University. We found

1. a vibrant university with impressive young faculty and a high regard and reputation within its own region;
2. a university with a strong tradition of scientific teaching and research, which is attempting to maintain that tradition within a situation of severe financial difficulty;
3. a university with a growing number of faculties and departments in new disciplines which is displaying entrepreneurial flair in developing these disciplines, forging links with universities and other organizations outside Russia, and which seems to be increasingly attracting fee income to these new disciplines;
4. a university which is clearly taking the development of its human resources seriously; (The Visiting Party would commend the University for the establishment of a unit and programs for the training of junior staff.)
5. a university in which there is an apparent culture of lively, open and democratic discussion;

6. a university which has played, and continues to play, a significant regional role; (KSU appears to be open to cooperation with other universities and institutions in the region and to collaboration with faculty in other universities. This seems to the Visiting Group to be especially important because of the tradition of narrow specialization which characterized many Russian universities in the past.)
7. a university with a strength in the area of the internet and with a satisfactory provision for student access;
8. a student body, which in its dealings with the Visiting Group was most impressive.

There is a maxim to the effect that “its students are the best sellers of a university.” Judged on the students we met, KSU may view its future with confidence. This group was diverse and came from different fields of study. However most of them had excellent language skills and communicating with them was easy and very valuable.

They had a strong and positive feeling for their university, for the staff and for the proper remuneration of their teachers and professors. They were concerned about the future structure and international standards which would apply in the University, and the recognition which it would enjoy internationally through mechanisms such as the Bologna Process. They were equally concerned about the University’s links with, and contribution to, the city of Krasnoyarsk and the Krasnoyarsk region.

4. Observations and Recommendations

A. Mission and Strategic Direction

Because of the short duration of the visit and the variety of topics which the University wished to cover with the Visiting Group, limited time was devoted to discussion of issues of strategy. The University does not have a mission statement, but it is understood that one is being prepared. The Team would encourage the Rector and the Vice Rectors to persist with this activity, and to involve other faculty in a wide-ranging participative exercise in formulating the mission statement.

Most universities in the developed world have undertaken this process, and in general it has proved a valuable and necessary learning experience for them. There are many demands on the modern university from a variety of stakeholders. The discipline of constructing a mission statement can be a very useful opportunity for a university in establishing its priorities, making strategic choices, and understanding its own strengths and weaknesses.

The Visiting Group would suggest that there may be a particular reason why KSU should address this issue at the present time. It would seem to us that traditionally the University developed strength in the sciences, which was reflected in its teaching and research. It would also seem that disciplines

developed more recently (law, economics, art, sport) have grown in importance. It may be that the University is evolving into a closer approximation to a classical university along western lines. This could be a desirable development, but nevertheless one which should be explicitly addressed in drafting the mission statement.

B. Finance and Governance

The major source of private finance available to the University is tuition. The Group would question whether this may be a viable long-term solution to the problems of financing the University. It is highly vulnerable to competition from other universities. Experience elsewhere would suggest a need for greater diversification of funding sources. Adult or continuing education may have a valuable potential for attracting private funding.

The Visiting Team would recommend that either subsequent to, or in conjunction with the development of the mission statement, the University draft a business plan. This would analyze the potential of each department to attract funding, and would define the general financial strategy of university development for a ten-year period.

The Group did not have the time to examine with the University to what extent it had the capacity and expertise to engage in long-term business and financial planning. It is unlikely to be highly developed. It is suggested that the University should consider establishing an appropriate advisory framework for that purpose.

In that regard the University may wish to consider forming a board of trustees or a group of advisers on its long-term business and financial development. The group would be representative of business and industry, particularly modern and innovative organizations, regional and professional interests and those areas which are strategically important for the University and which are likely to be its priorities.

The group should have a key role in providing independent expert evaluation of the University's current state, its future development prospects and the public demand for its services. Regular reports to the Rector, Vice Rectors and deans would enable the University's self-evaluation at all levels to be more effective.

The mechanism of an advisory board or board of trustees is one which should provide the University with an important external source which can be both objective and supportive. Universities have their own internal dynamic driven by the requirements of the various disciplines in which it conducts teaching and research. In the changing environment of modern Russia it is important for KSU to have a source of critical feedback from the external world in which it must compete for funding and resources.

In the medium term the function of such a board is likely to be primarily advisory. In the longer term it may develop a role in endowing university development with significant extra resources. At that stage such a board may warrant a role in university governance.

C. Bologna Process

The Visiting Group had an extended and useful discussion on the Bologna process. It is our understanding that it is now part of Russian government policy for higher education to embrace the Bologna process. It would be our contention that this step has the potential to introduce massive change to Russian higher education.

If KSU is to remain within the mainstream of Russian higher education and to pursue the Bologna path, it is suggested that it is important that it be proactive and anticipate developments. Bologna should become the primary, if not the exclusive, responsibility of a Vice Rector. He or she must be supported by an appropriate backup and research team, which can evaluate the implications and plan for how the University will respond to the challenges posed by the adoption of Bologna. The University should take the initiative in this matter and should not await developments at the Ministry.

D. Quality of Study Programs

A related issue that will assume greater importance, as and when the University examines the implications of implementing the Bologna process, is that of quality assurance.

Like other institutions of higher education in Russia, KSU has gone through the state attestation. The self-evaluation report prepared for our Group states that “the academic process in all specializations and directions is organized according to the curriculum elaborated on the basis of the State Higher Educational Standard.” However this necessary exercise does not guarantee the existence of a sound quality assurance system

For many years KSU has been using student questionnaires to evaluate the effectiveness of teaching. However feedback provided by this exercise has been limited. The follow-up of student questionnaires is extremely important if students are to be convinced that their input is taken seriously. Results need to be published in an appropriate format, and corrective management steps announced as soon as possible. A regular mechanism and practice should be established, and students should be included in the planning and review of curricula and teaching methods.

Our Group would not at this stage wish to prescribe how KSU should develop its quality processes. We appreciate that creating and maintaining a quality culture and setting performance criteria for major activities is both demanding and time-consuming. One approach could be for KSU to set up a quality office to design and steer quality processes, exemplify and spread good practice, and stimulate discussion of issues arising.

The University may also wish to give priority to developing tools to measure the outputs of the various teaching units. It may wish to consider the use of total quality management (TQM) approaches in certain areas such as attracting international students, faculty evaluation, curriculum revision, and contract and basic research processes.

Some experiments with international accreditation might also encourage quality improvement. An accreditation exercise can help a university to understand some of its own strengths and weaknesses.

The Visiting Group did not have the opportunity to discuss quality issues in depth with the Rector and Vice Rectors, and it is reluctant to offer detailed recommendations or suggestions in the absence of such a discussion. What has been offered here are some key agenda points. We would have no doubt that quality issues will be among the first to be addressed, if the University examines the requirements of the Bologna process with the seriousness and priority which we have already recommended.

E. Provision for Interdisciplinary Study Programs

Research activity and innovation in Europe and USA increasingly rely on universities having structures which allow for interdisciplinary activity at both undergraduate and postgraduate levels. The kind of research which universities will employ to assist regional development will often be of an interdisciplinary nature. The traditional structure of Russian universities has not tended to encourage this. Change is now needed.

Study programs need to be broader and shorter. Broader programs are required by the labor market, where a graduate with only narrow competencies is not appreciated. Graduates, who can easily transfer from one field to another, applying their core skills and interdisciplinary experience to the job market, are in demand. It would seem sensible for faculties to emphasize the importance of an integrated and cohesive study program. By so doing a better balance of technical subjects, design courses, and humanities is likely to be achieved.

Students should be able to choose some courses from other departments or from elective courses offered within their own department. Courses oriented towards practical skills and complementary knowledge (such as management) are likely to be more valuable and more in demand than narrowly defined professional qualifications.

Once again serious attention to the Bologna process will almost certainly open up this issue. The introduction of the European Credit Transfer System will provide an opportunity to introduce a much broader choice of elective courses and provide students with more opportunity to make their own choices from a range of optional courses in different departments.

KSU will not be able to achieve this on its own. But if it can bring about co-operation and partnership with other universities involved in implementing the Bologna process, this must in turn affect thinking in the Ministry, if the Ministry wishes to deliver on its own commitment to the Bologna process.

F. Continuing Education

In many universities the emphasis on lifelong learning is growing. Programs geared to continuing education have come to play a greater part in course provision. Many outstanding universities enhance the intellectual development of their communities through continuing education.

KSU has the potential to provide professional development programs for employees of public and private enterprises. Short training courses would also be of value to its own graduates in updating their own skills and knowledge. KSU's academic structure is well suited to providing programs in areas such as languages, computer literacy, business administration, management, law, applied mathematics, physics and chemistry.

Demand driven courses tailored to the needs of business and industry have the potential to be a significant source of additional revenue for the University, and may also be significant in motivating faculty through extra remuneration. The Visiting Group would suggest that the development of continuing education is an area that a board of trustees or an advisory board could make a valuable contribution.

G. University Infrastructure/Library

KSU's information technology infrastructure for educational and research purposes is quite satisfactory. At present the University provides one computer for every ten students enrolled, and all parts of the University appear to have access to the Internet.

The use of information technology in the administrative activities of the University appears to be quite limited. The size of the student population and the plans of KSU to move to ECTS will impose considerable pressure on the student registration system, which would appear to be in need of redesign. A computerized student database is one of the prerequisites of an effective modern registration system. KSU may consider the gradual computerization of its registration system in house.

The use of computers and automation in the internal and administrative activities of KSU is also limited. To date only the payroll is computerized, while other functions are performed by traditional manual systems. The strengthening of the IT infrastructure will create opportunities for improvement of other administrative functions such as budget, human resource management and library. The introduction of such automated functions as subsystems of an integrated management information system could be very cost-effective for KSU.

The Group did not have discussions on the physical development of the University nor on the University's plans for capital development. It understands that a new library is under construction. The Group visited the library and met with the Librarian and a number of her staff.

KSU's library purchases about 70,000 books and 600 journals per annum. However, due to space limitations, access to library material is curtailed for students. The main library is located away from the campus and students are using smaller reading centers in the faculty buildings.

The new central library is needed for the improvement of the research and education infrastructure. It is clear that a very high level of sophistication and knowledge is deployed in the library and that the University is developing modern techniques of accessing online databases and other information tools available to a contemporary university. Library staff are doing a very good job under very unfavorable conditions.

The library has a substantial collection of books, but its range of international journals appears insufficient for a university aspiring to be of world class. International practice has demonstrated that that it is possible to access several thousand electronic journals for the cost of a few hundred printed ones, provided that the necessary internet capacity is available. In short the enhancement of the University's library facilities would appear to the Group to be a major priority for the immediate future.

H. University and Region

Apart from the meeting with Professor Lebechev, the Group had very little opportunity to explore the relationship between the University and its region. It is accordingly reluctant to make detailed recommendations in this area.

Throughout the world, universities are expected to be major resource centers and catalysts for regional development. KSU has a reputation as an important centre for the development of science and culture in its region. The Group did not manage to ascertain the extent to which KSU is building upon this reputation or what plans it has to contribute to the development of the Krasnoyarsk region.

There is a potentially rich agenda here. Among the topics which suggest themselves are

1. the role which applied research and studies in innovation, as distinct from fundamental research, could play in regional regeneration;
2. the place which the University could occupy in scientifically-based strategic planning in the region utilizing the spread of disciplines and expertise available among the faculty;
3. how the active participation of the student community could be harnessed for the life of the region in such areas as social clinics, papers and research generated by municipalities and local business, or work with children's homes or with the educationally disadvantaged;

4. what scope there is for the development of social partnership in the region with the University as a potential resource centre for local business, administration, voluntary activity, and educational groups.

We did not have the impression that there was a forum or a process where these matters are discussed. This could be a fruitful area for development by a board of trustees or and advisory board.

I. Alumni

KSU is manifestly proud of its graduates. Individual departments have alumni clubs. The University does not appear to have a pan-university alumni association. This may be an opportune time to consider forming one.

Such an organization can be a powerful public relations force for a university. Simultaneously it can perform a number of other useful functions, such as acting as a source of market research, generating and promoting new ideas, and perhaps having a role in the placing of graduates.

We would assume that alumni would play a significant role in any board of trustees or advisory board. In the longer term, alumni of the University, as elsewhere, are likely to become a source of funding and sponsorship for the University. Developing and cultivating alumni relations has to be regarded as a long-term investment for the University.

J. Collaboration between the University and the System of General Education.

The Visiting Group had a brief discussion on the relationship between the University and secondary education. To a considerable extent this is a topic which is outside the terms of reference of the Group. We would however suggest that in future the most fruitful approach could be for the University to regard itself as a resource centre for the regional system of general education.

In the past the Department of Psychology and Pedagogy has served as a major link between the University and the education system, and the introduction of a new major in public relations and sociology may to some extent assist in developing the Department.

Areas in which the University may be in a position to assist the system of general education could include

1. active work by KSU students among high school students;
2. involvement in the professional development of local teachers;
3. alumni clubs for KSU graduates in the teaching profession;
4. the development of quality assessment criteria for secondary school teachers;
5. science education centers aimed at both teachers and students.

5. Concluding Remarks

Krasnoyarsk State University welcomed the Visiting Group with great hospitality. The Rector and the Vice Rectors gave generously of their time, made excellent arrangements for the visit, and provided comfortable accommodation and superb cuisine. For all of this and for the frank and open discussion of ideas we would like to thank the Rector and staff of KSU for what was for us a fascinating and stimulating, if short, visit.

Our list of recommendations is relatively short, although we would hope that our visit may have provoked reflection on a wide range of issues. Our main recommendations relate to the strategic level - the importance of preparing a mission statement and drafting a business plan, and of considering how KSU can develop either a board of trustees or an advisory mechanism, which can enhance its relationships with the community and the world outside the University.

More specifically we would stress the importance of the Bologna process for KSU and recommend that it become the focus of the work of one of the University's Vice Rectors. We would also recommend that the University expedite the completion of the new library.

We wish the University well in the challenges facing it and in building on the success and reputation of Krasnoyarsk State University.

Visiting Advisors

<p>Michael A. White, Ireland - Team Leader</p> <p>Michael Anthony White is director of the Chartered Institute of Management Accountants for the Republic of Ireland. He previously worked with the National Council for Educational Awards and the Higher Education Authority, the funding and advisory body for Irish higher education. Dr. White is the author of Investing in People: Higher Education in Ireland from 1960 to 2000. He holds a higher diploma in education from University College, Cork, Barrister at Law from University College Dublin and a Ph.D. in higher education from Trinity College, Dublin. Dr. White is an alumnus of several Salzburg Seminar academic sessions. He participated in the Visiting Advisors Program team to Mordovian State University in the Russian Federation. He also participated in symposia of the Universities Project and the Russian Higher Education Project in Salzburg, Austria. Dr. White currently serves as the Seminar's alumni leader in Ireland.</p>	
<p>Canan F. Cilingir, Turkey</p> <p>Canan Fatma Cilingir is professor in the Department of Industrial Engineering, is vice rector for socio-cultural student activities and for non-governmental funds management at Middle East Technical University (METU), Ankara, where she is also responsible for the development of a project to improve technological development on campus. She is a member of the Turkish Chamber of Chemical Engineers, a board member of the METU Foundation Schools and chairperson of Board Teknopark, Inc. Dr. Cilingir holds an M.Sc. in industrial engineering and management from Loughbrough University of Technology, United Kingdom and a Ph.D. from Ege University, Izmir. She participated in a University Project Symposium in Salzburg, Austria in 2001, and participated in the Visiting Advisors Program teams to Baku State University and Taganrog State Technical University in the Russian Federation.</p>	

Tatyana Fedorova, Russian Federation

Tatyana Fedorova is public sector portfolio manager at The Eurasia Foundation in Moscow, Russian Federation. She is responsible for the strategic management of operational and grant activities within the public administration, civil society, and education sub-sectors. Dr. Fedorova's professional interest is in development and implementation of projects on educational reforms support, strategic planning and management, and professional community and network cooperation development. She previously worked as education program director at the Open Society Institute, Russian Federation, where she implemented more than 30 educational projects designed to support innovative changes in the sphere of educational management, teacher training and retraining, school improvement, regional development, and new educational and project technologies. Dr. Fedorova earned a degree in philosophy from Moscow State University and a Ph.D in philosophy from the Institute of Philosophy of the USSR Academy of Science. She participated in the first three symposia of the Salzburg Seminar's Russian Higher Education Project.



Elsa Hackl, Austria

Elsa Hackl is a lecturer in the Department of Political Science at the Vienna University in Austria. She also serves as a consultant for the Organization for Economic Co-operation and Development and for the Council of Europe. Dr. Hackl's primary fields of research include education policy, europeanization and globalization. Dr. Hackl is a former director at the Austrian Ministry for Education, Science and Culture. In 1998 she was a visiting fellow at the university of British Colombia, Canada and later at the European University Institute in Florence, Italy. She received an M.A. in law and a Ph.D. in politics.



Helene Kamensky, Austria

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



Tuesday, May 11, 2004	Event	KSU participants	Topic
7.30-8.30	Breakfast		
8:30	Departure to KSU		
9:00-10:30	Meeting with the Rector and his team	Prof. Alexander Provorov Prof. Yuri Belov Prof. Valentine Sapozhnikov	Concerns and goals; Problem list; How the University tries to solve these problems Review of the schedule Main issues to be discussed
10:30-11.00	Coffee break		
11:00-12:30	Meeting representatives of the faculties		
12:30-13.30	Lunch		
14:00-15:30	"University Administration and Finance"	Working Group A Chair: Prof. Alexander S. Provorov	-General organization -budgeting and accounting system -allocation of budget resources -revenue planning and management (including fund raising strategies)
15:30-16:00	Coffee break		
16:00-17:30	"University Administration and Finance"	Working Group A	Continuation of the discussion
17:30-18.00	Debriefing discussion		
19.00-21:00	Welcome Dinner with Rector	Prof. Alexander Provorov Prof. Yuri Belov Prof. Valentine Sapozhnikov	
Wednesday, May 12, 2004	Event	KSU Team	Topic
7.30-8.30	Breakfast		
8:30	Departure to KSU		
9:00-10:30	"Academic Structure and Governance within University"	Working Group B Chair: Prof. Alexander S. Provorov	-development of governing and advisory boards -general management problems faced by university administrators -university autonomy and academic freedom issues -central authority of Rector; authority delegating to the University subdivisions -role of the marketplace in teaching and research prior

10:30-11:00	Coffee break		
11:00-12:30	"Academic Structure and Governance within University"	Working Group B	Continuation of the discussion
12:30-13:30	Lunch		
14:00-16:00	"Students Needs and Role of Students in Institutional Affairs"	Working Group C Chair: Prof. Alexander S. Provorov	-introduction of interdisciplinary courses -systems of academic credit and the transfer of credit between universities -evaluation of education quality; "techniques" of quality evaluation -students evaluations of faculty members -tuition fees, their structure and components
17:00-18:00	Debriefing meeting		
18:00-19:00	Dinner		
19:00	Excursion to Krasnoyarsk Power Station, Divnogorsk		
Thursday, May 13, 2004	Event	KSU Team	Topic
7.30-8.30	Breakfast		
8:30	Departure to KSU		
9.00-10:30	Technology in Higher Education	Working Group D Chair: Prof. Alexander S. Provorov	-use of technology to improve administration and general services -impact of technology on the curriculum
10:30-11:00 <i>Coffee break</i>			
11:00-12:30	Technology in Higher Education	Working Group D	Continuation of the discussion
12:30-13:30	Lunch		
14:00-17:00	Team Meeting		prepare the preliminary report
17:00-18:30	Presentation of the Preliminary Report to Rector and his Team	Rector Vice-Rectors Heads of Sub-Divisions Deans of the Departments	
19:00	Farewell Dinner		
Friday, May 14, 2004	Departures		

THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR

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

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

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

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 aimed 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 the VAP, teams of university presidents and higher education experts visit universities in Central and East Europe and Russia at the host institutions' request to assist in the process of institutional self-assessment and change. By the end of 2004, more than seventy VAP visits will have taken place to universities in East and Central Europe and Russia. The addition of the Visiting Advisors Program brought to the Universities Project an applied aspect and served to enhance institutional and personal relationships begun in Salzburg.

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FOR MORE INFORMATION

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

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