

REPORT on
Peoples' Friendship University of Russia,
Sochi Branch, Russian Federation
June 13- 17, 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
Peoples' Friendship University, Sochi Branch
Sochi, Russian Federation
June 13-17, 2004**

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Preamble

1. The Visiting Advisors Program (VAP) of the Universities Project is a program consisting of consultant visits by university educators and administrators to assist colleagues and institutions who request consultation on matters relating to higher education reform. The purpose of these visits is to give advice, not to perform an audit, per se. The interest of the Team is solely the well being of the University, and each visit is aimed at determining the University's aspirations and development plans, associated concerns and implementation strategies and providing advice and recommendations.
2. The Universities Project was pleased to receive an invitation to visit the Sochi Branch (Sochi Branch) of Peoples' Friendship University (PFUR) and the Team made its visit from June 13-17, 2004. While we did not perform an in-depth investigation of the University's operations and academic programs, we did, through our extensive meetings with administrators, faculty, and students, learn about the most significant issues facing the Sochi Branch. The Visiting Team thanks the Director, her staff, and the faculty and students for the generous hospitality and time. Their willingness to be open and forthright and to discuss all issues in an honest environment contributed greatly to the success of the visit. The purpose of this report is to detail our findings and recommendations, an overview of which was presented during the final session of our visit on June 17, 2004.
3. The University provided the Visiting Team with preparatory materials and a brief self-study. While these materials were useful, the Team did not receive them until right before the visit (and in some cases during the visit). To some extent, this hindered the Visiting Team's preparation. Nonetheless, the visit was productive and supplemental materials were quickly provided, as requested by the Visiting Team.
4. Our visit was structured around three themes identified by the Director of the Sochi Branch (1) Strategic Planning: Realizing Strategies by the Sochi Branch; (2) The Environment and External Links; and (3) Effective Management of Resources. Each theme was explored in a working group open discussion lead by a team leader from the Sochi Branch and a Visiting Team Member. The discussions that took place in these working group meetings, other meetings during our visit, and the written materials received before and during the visit are the basis for the recommendations made by the Visiting Team.
5. The recommendations found throughout this report are centered on four main areas.
 - Re-conceptualizing the role and future trajectory of the Sochi Branch
 - Re-conceptualizing the regional contribution of the Sochi Branch
 - Translating the Branch's overreaching priorities to accountable actions
 - Re-considering the relationship between the Sochi Branch and PFUR

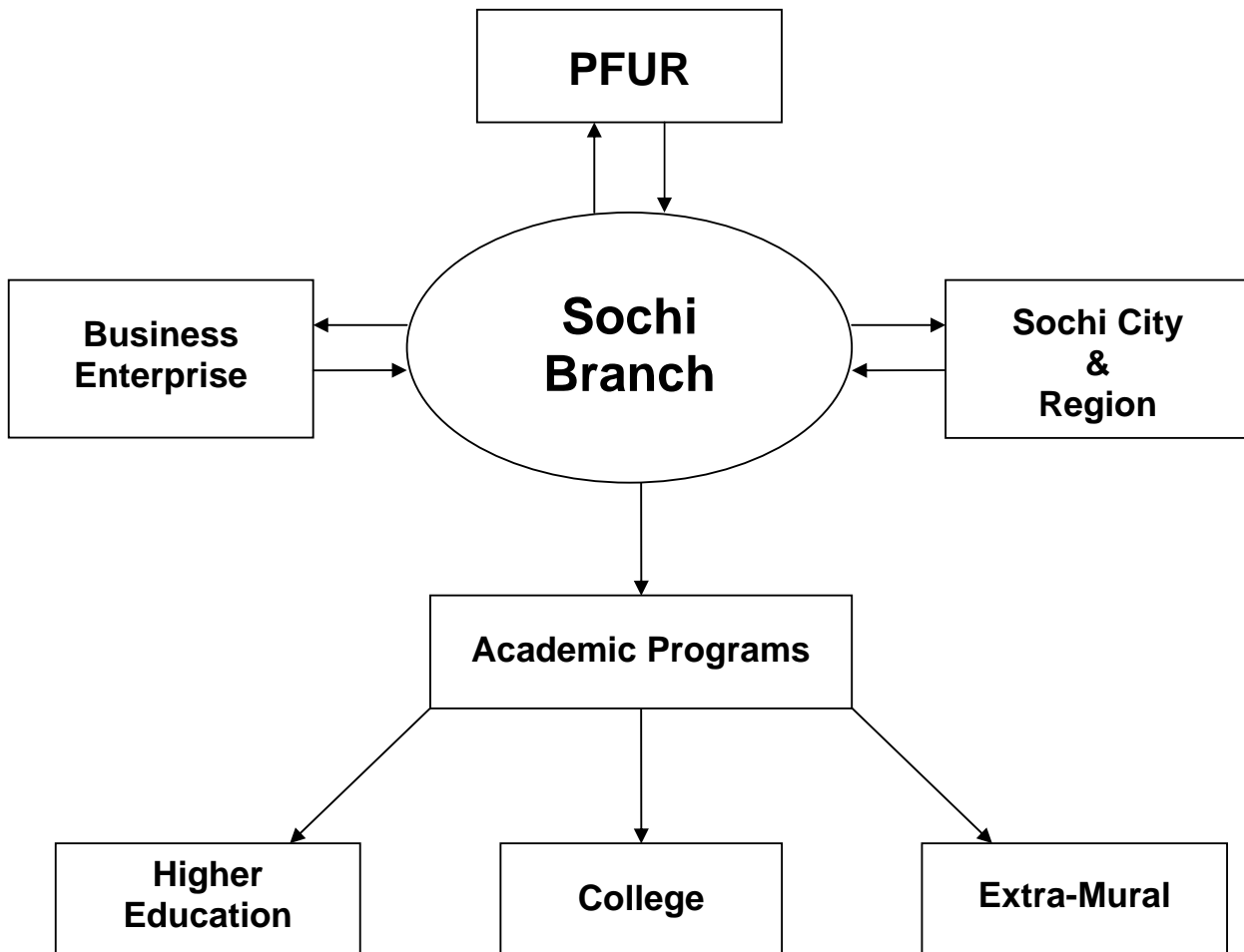
These recommendations, which can all be achieved through a well defined strategic planning process, are discussed in detail in the sections to follow.

II. Evolution of Institutional Development in a Strategic Context

6. The Sochi Branch of PFUR, founded in 1944, is one of the oldest educational establishments in Sochi. While the University has gone through several organizational changes, the most important change took place in 1998 when the University was established as a branch of PFUR. This gave the University increased stature and access to additional faculty and staff as well as other financial and non-financial resources.
7. The Sochi Branch has a variety of programs and departments including the higher education department, the primary vocational education department and a secondary education department.
 - The Sochi Branch is a prime supplier of vocational specialists to the Krasnodar Territory by training specialists in such diverse fields as cook-technologist and florist technologist, decorative art and folk trades, economics and accounting, and software and computer specialists. At the same time the Branch has a higher education department that provides education in the fields of economics, philology, history and agro-economics.
 - The Sochi Branch also has extramural programs in several vocations and higher education programs.
8. The unique configuration of programs at the Sochi Branch, its special relationship with the Krasnodar Territory, and its branch relationship with PFUR (see the diagram on the next page) provide special challenges for the Branch and make strategic planning critical to its continuing success.
9. The Team believes that it is critical for the Sochi Branch to continue and enhance its already serious efforts at strategic planning. Doing so will provide benefits by
 - clarifying potential conflicting missions held by various constituents
 - helping to understand and clarify the Branch's goals and capabilities
 - helping to develop measures of success
 - helping to clarify institutional values and culture
 - helping to prioritize programmatic decisions within the Branch's mission and goals
 - tying budget and resource decisions to the Branch's mission and goals
 - helping to develop institutional sustainability, and
 - helping to tie the Branch's annual plans to longer-range plans.

If these issues can be successfully addressed in future strategic planning efforts the Branch will continue to thrive. Suggestions and recommendations related to these and related issues are found throughout this report.

Figure 1



- **Multiple Stakeholders**
- **Multiple & Conflicting Missions**
- **Importance of strategic planning to reach agreement on mission and goals.**

III. Environmental Challenges

10. The Branch at Sochi is a relatively new location in a very turbulent environment, and, because of its small size and limited tradition, is potentially quite exposed. The Team commends the Branch on its identification of a number of very significant external trends in the self evaluation, namely:

- Economic
- Political
- Market
- Technological
- Internationalization
- Competition
- Social

However, these trends have not really been analyzed by the Branch in any significant way. The SWOT analysis undertaken for the Self Evaluation was very superficial and does not provide an adequate basis for either policy analysis or policy development. This is discussed later in this section.

11. The Team also wishes to draw the attention of the Branch to a number of other external trends in international higher education which the Branch is well advised to consider and analyze for their policy implications.

- Changing demographics
- Globalization of higher education and the advent of non national providers in national systems
- Developments in quality assurance in higher education
- Changes in conceptions of teaching and learning, especially through the media and with non traditional student populations
- The massive explosion of knowledge as a result of research advances, and the resulting problems posed for even the best of universities in how to keep up with developments. Most significantly, the central importance of the Internet must not be overlooked here.

12. In the light of the above, we strongly recommend

- the Branch, with the cooperation of PFUR and perhaps the Salzburg Seminar, set up a series of detailed and data based policy studies on the above to analyze the implications for the Branch, and to identify policy options for debate
- the inclusion of priorities for phased action into strategic planning

In our discussions, we dwelt on two of these trends, and our conclusions are here presented in brief for the consideration of the Branch and PFUR.

13. First, the competitive higher education market in the region is clearly of concern, in terms of both state and private providers. It is important that the Branch develops an understanding of a competitive map that might look as follows:

	Fields of Activity of the Branch			
	1	2	3	4
Competitors				
1	✓	✓		✓
2		✓	✓	
3			✓	✓
4	✓	✓		

13.1 This map can be used to outline the strengths and weaknesses of the Branch and each of its competitors as well as the market characteristics of the field in question in terms of

- relative quality of provision of activities
- strength of provision of activities (critical mass, resource base, market share)
- brand/image/prestige of institutions (clearly the PFUR brand is an advantage here)
- distinctive selling points
- price/fee structure

Competitors can then be graded and evaluated on this basis.

13.2 The options open to the Branch include whether it should

- ignore the competition;
- compete (and, if so, on what grounds);
- collaborate (which may take various forms, e.g.: prior agreements, deliberate differentiation of provision and target clientele, joint activities).

It should be born in mind that the region has declared it is unlikely to regulate the market. Thus, the Branch certainly requires a vibrant marketing strategy which builds on the above analysis.

14. Second, demographic downturn in the region has resulted in an impending reduction in the total number of school-leavers available to enter higher education. Again, it is necessary for the Branch to determine now how it will respond to this challenge, which of course, exacerbates the competitive situation: too many places for the available students. The following are possible courses of action for the Branch to evaluate:

- Reduce the standards of admission of students (whilst this might keep up numbers, it would certainly diminish quality, and contradict the “status” ambition in the mission).
- Implement aggressive marketing to attract a larger share of a smaller market. The focus here would be on special arrangements with Schools and targeted discussions.
- Compensate for the drop in numbers by attracting more fee paying international students.
- Compensate for the drop in numbers by attracting more fee paying adult lifelong learning students of different types such as professionals updating or making conversions mid-career, late developers who never entered higher education originally, and adults who want a second chance after failures in youth.
- Seek other sources of income to compensate for the financial downturn resulting from lower enrolments (e.g. contract research).

We are not prescribing in particular any of the above actions, but are suggesting them as valid avenues of exploration, evaluation, and discussion.

15. It is hoped that the above examples will demonstrate how the Branch could respond to external challenges using a policy analysis/strategic planning framework to manage the future. However, this does presume that the Branch has
- an effective means of identifying and analyzing trends (the existing SWOTs certainly need to be improved);
 - a means of gathering internal and external/stakeholder/perspectives on policy options;
 - a strategic planning framework to take the desired options and convert them to sensible action plans (See section 5);
 - an entrepreneurial culture and effective marketing strategy;
 - appropriate incentives and reward structures, to facilitate implementation and in-service training.
- We will return later in the report to these points.

IV. Evolution of Mission and Vision

16. A mission statement is intended to be a statement of the fundamental values and basic principles and directions which motivate and condition the behavior and expectations of members of a university. It serves as an internal rallying point, and the basis of a conventional wisdom. Externally, it would indicate to stakeholders and others what the institution stands for, and serves as an indication of market positioning and as a "declaration of turf."
17. At present it appears that the Branch does not possess a mission statement per se, but what it does have is 1999 Goals, and various other statements from which its mission can be inferred. It also devises certain principles from the Parent University, the PFUR in Moscow. From these documents can be inferred the following:
- The provision of general and cultural education
 - The provision of professional education, together with secondary and primary vocational education, and their extension through extra-mural work
 - The general support of the Sochi and Krasnodar region through the above and other services
 - The regional presence of the PFUR
- 17.1 However, the various discussions with the participants and other documents obtained by the Team yielded further dimensions of a mission for the Sochi Branch.
- To be the most respected university in the region
This would seem to imply something of an elite status, and could signal a commitment to higher quality of education and research, and a role as a commentator upon regional social, economic, and educational conditions *inter alia*. It could also mean high selectivity of students, as would befit a branch of PFUR.
 - An international status which reinforces its regional role
This certainly implies an explicit international strategy and standing.
 - A research dimension
This would seem to be necessary if full university status were sought, and certainly to fulfill a comprehensive regional role, but begs the question of what sort of research.
 - Accessibility in terms of student access and cooperation with stakeholders

This implies a very permeable structure of cooperation and flexibility in terms of admission, course delivery, and student support.

- Competency based learning
This implies a commitment to providing education relevant to the needs of employees and the capability of sustaining career change.
- Independence
This could imply the acquisition of independent status from PFUR, role as a contributor of independent social comment, and independent learning for its students.
- Broadening of the scientific profile
This could imply the acquisition of a series of new specialties, even to the evolution of a comprehensive Higher Education Institute, and possible interdisciplinarity.

18. It is not for us to reformulate the mission, though individual members of the Team would be pleased to help (e.g., Davies). What we do feel is that, since the above phrases and concepts were used by colleagues regularly, there is an implicit commitment to a change of emphasis. It is thus recommended that

- a formal mission statement be developed soon via a co-operative process internally and externally;
- this mission statement be used to condition strategic priorities, and to avoid incremental drift;
- it be related pro tem to the mission of PFUR; and
- it be widely distributed internally and externally.

19. The above, and the previous analysis of environmental challenges undoubtedly have implications for the culture of the Branch. The Self Evaluation talks of the need for a "more positive culture," but without further definition. Here, we offer some thoughts on how it might evolve.

- We do perceive a short-term perspective in planning at present with very limited time horizons. This should give way to a more visionary long-term culture (see section 5).
- Internally, there is the impression of a top-down dependent culture, which may well need to give way (as size and complexity increases) to a more bottom-up interdependent culture.
- Currently, the prevailing ethos is of largely conventional approaches, but the above may need to give way to a more experimental, innovative culture.
- As is the case with many Russian universities, bureaucratic and collegial cultures and modes of behavior predominate. The environmental challenges would certainly call for an entrepreneurial culture.
- The separate single discipline approaches are likely to yield to a more inter-disciplinary culture.

20. These observations are not stated as hard predications, but as reflections as to what is likely to be the case should expected conditions and mission values prevail. This raises the question of how cultural change would be effected. Will it happen automatically, or will it need to be prompted? There will probably be a combination of the two, but certainly we feel that the following will be important contributors to a positive cultural shift:

- Leadership style
- The strategic planning process

- Staff development
- Expansion in institutional scope and size
- Changes in the reward system
- Pedagogical innovation

V. Strategic Planning

21. Leadership is the capacity to release and engage human potential in the pursuit of a common cause. Strategic planning, a deliberative process that examines an organization's mission, values, distinctive capabilities, strategies, and actions based on an honest SWOT (strengths, weaknesses, opportunities, and threats) analysis, is a critical component of leadership. Another way to think about a strategic plan is that a *strategic plan* is a scientifically elaborated and clearly described set of suggestions for a complex of sequenced actions (of key figures of an institution) aimed to most effectively achieve an institution's strategic goals. *Strategic goals* are long term and are characterized by definite improvement of the institution's state in chosen spheres of activities that positively distinguish it from similar institutions. Strategic goals must be measured not only by qualitative but by quantitative (numerical) assessments as well. Finally, the choice of strategic goals should be consistent with the institution's mission.
- 21.1 The Visiting Team is impressed with the strategic planning efforts in which the Sochi Branch has been actively engaged, and as has been noted, significant progress has been made. Yet much still can be accomplished including a clear statement of mission and the development of measures to assess how the University's mission is being met. This section provides an overview of strategic planning principles and some very specific suggestions and recommendations for further action.
22. We recommend that the strategic planning process at the Sochi Branch be based on the following considerations:
 - The planning process needs to be inclusive and involve stakeholders from within the University (e.g., faculty, staff, students, and administrators) and those outside the University (e.g., local area business people and politicians and those that contribute time and money to the University)
 - The planning process needs to be based on an honest institutional evaluation and SWOT
 - The outcomes of the process need to include a mission, goals and distinctive capabilities, strategies, actions, measures, and values
 - A strategic plan must not just be an annual plan or a combination of annual plans
23. Areas to be considered in a strategic planning process for a university include people in the institution (faculty, staff, and students), research and scholarship, academic programs at all levels, external relations, and internal operations.
24. This section describes in detail a strategic planning process for the Sochi Branch starting with an overview of the current process, including its strengths and weaknesses and suggestions and recommendations for developing a new process, based on the concept outlined in sections 21-23.

24.1. *Current development plan*—As noted, the Branch's current strategic plan, including its mission statement is incomplete. The existing plan has several weaknesses as is detailed in the following discussion.

24.1.a *The Branch of PFUR has a partial strategic plan that encompasses only two to three years.*

The PFUR Branch has existed since 1997, and during this period of time it twice composed strategic development plans for three to five year periods. In essence, they were detailed programs rather than strategic plans. For example, the title of the final document was *Main Directions and Program of Development of the Sochi PFUR Branch*. All spheres of the Branch's activities were included in this plan, including academic affairs, research work, economic directions, international cooperation, security policy, etc. The main components of this plan were

- Complete university structure
- Statistics of the exiting state (numbers of students, teachers, staff; number of specialties; curricula peculiarities; library funds; practical teaching; research schools and statistics; out-of-class student life; additional educational programs; economy and finance; international contacts; etc.)
- Figures characterizing expectations in all spheres
- Approximate economical analysis of financial amounts needed for each "big position" of the plan

24.1.b *The planning scheme used is based solely on that of the Parent University, PFUR.*

An important point is that all the current Branch planning procedures and schemes are tightly interconnected with those of Parent University. This feature has some visible advantages as well as some obviously negative outcomes.

Positive points:

- Matching developing plans implies stronger support of the main ideas of the University as a whole.
- Composition of the plan by the Branch administration is easier having at hand the Parent University experience.
- By following in total the Parent University's planning procedures, the Branch demonstrates its complete political loyalty to the University administration, hence creating positive reaction and attitude from the "center."

Negative points:

- Peculiarities of the Branch itself and its regional character may not be introduced into a plan built as a replica of that of Parent University.
- Undesirable positions may be forced into the Branch plan by demand of the Parent University's plan. The existing plan is much more operational than strategic.

24.1.c *The goals of the plan are chosen mostly on the basis of already existing achievements or needs characterized by higher or lower levels of urgency.*

For example, the strategic plan is based exclusively on the basis of an already achieved level of activity. If the plan objectives were met or exceeded during the period, next year's plan was based on these new levels. No strategic thinking implying possible deviations from the pre-determined line was allowed, especially innovations or drastic changes – even if compelled by a changing environment. This process is evident in the current Branch's plan.

- The number of manuals in the scientific library should increase in five years (from 2001 to 2005) from 15,000 to 20,000 items (followed with approximate volume of needed money).
- The number of non-state-budget students should increase from 142 (October, 2001) to 294 (Oct. 2005) with respective growth of annual income (tuition fee) from \$68,000 to \$183,000.

Closer analysis compels one to state that the development plan in the existing form cannot be characterized as a genuine strategic plan with relevant activity and realization measures. The plan assumes operational tasks rather than strategic goals. Moreover, intuitively formulated assessments and expectations with the flavor of noticeable formality are found throughout the document. In this sense it strongly reminds one of a *Five-Year Plan of the State Economy Development* of Soviet times.

24.1.d *Few members of the Branch administration and even fewer members of the faculty and staff are aware of the strategic plan.*

The last observation is strongly supported in comments made by a majority of staff and administration members of the Branch who spoke in discussions of existing plans as of operational instruments and measures of annual achievements. This issue is even less understood by teachers and students. This means that the planning process remains a task of a narrow group of specialists, mainly top administrators, while the majority of staff, teachers and students are not sufficiently involved and informed.

24.1.e In summary, the current or existing "long-term" strategic plan

- has many features of an operational plan;
- may not contain substantial items concerning regional peculiarities and needs, since it is so closely based on the Parent University plan;
- seems not to be based upon certain schemes developed through scientific analysis; and
- is formulated almost solely by top managers of the branch and is not adequately understood (and known) by other participants of university life.

24.1.f *At the same time it seems that the Branch is a very well known and well respected institution of education in the Sochi and Krasnodar region.* Being multidirectional in its activity (higher education notably included) while rather compact and strongly (and relatively successfully) managed it can become a good model for other regional institutions (not only universities) if a scientifically based strategic plan were created and implemented by its own specialists with the help of the recommendations below.

If this task is successfully fulfilled, the PFUR Branch may soon become an initiating center for the complex regional study and methodology necessary to create and realize strategic planning by preparing strategic planning specialists for various domains of regional activity.

24.2 This section describes the three ingredients (1. construction; 2. realization and 3. correction) of strategic planning (SP) complex that could be adopted by the Branch:

24.2.a In summary, the building (constructing) of an institutional SP includes at least three stages (1) preliminary actions (need of SP, setting goals, investigations); (2) making decisions (goal and strategy choice, analysis of economic needs and outcomes); (3) composure of SP documents and technology.

24.2.b The process of SP realization ought to be maintained with strict focus and control on

- the fulfilling of operational (e.g. annual) plans and programs contained in the SP;
- the emerging discrepancies and deviations from the prescribed range of possible activities and outcomes;
- the review (by those charged with overseeing the plan) of those responsible for various aspects of the plan to ensure that the implementation of the plan's strategies, actions and objectives occur in a efficient and effective manner;
- the spending of funds according to the priorities established by the plan;
- correctness and effectiveness of responsible persons and staff activities;
- satisfaction of reserved economical limits; and
- regular evaluations of intermediate achievements along SP lines.

In the process of SP realizations some unpredictable and unforeseen circumstances may emerge requiring restructuring of the range (perhaps even the goals) of the plan and reevaluation of possibilities. To ease the procedure of taking decisions and introduction of operational corrections the SP may comprise at least two types of "degrees of freedom."

First, the SP can preview some maximal and minimal levels of expectations, so that, geometrically speaking, the targets (and the channels leading to their achievements) are not point-like (and line-like) areas (and tubes). This can be mainly connected with quantitative characteristics of SP.

Second, to qualitative features, their variability could be taken into account by futures analysis and the development of a tree-way scheme helping to chose trajectories under certain conditions. Such a scheme may be of course comparatively approximate, and normally additional heuristic steps are needed.

24.2.c The most sophisticated stage of the SP complex is the actual SP construction. This report offers a specific SP building scheme/matrix for the Sochi Branch (see appendix to this section). The SP-matrix can be used for institutions of any type and gender. However, because our intention is to devote the present materials for higher education, the matrix is arranged to explicitly fit the purposes of a higher education institution, and the choice of specific examples are for the most part proposed for a university regional branch, such as the Sochi Branch.

24.2.c.1 It should be noted that the suggested scheme is not regarded as complete and perfect, and that constructing and completing the matrix is not an unique methodology to construct a strategic planning process. However, it does allow for a construction or building procedure with systematic transparency and helps convert obscure thinking and vague discussions into an interesting business game.

24.2.c.2 The scheme shown in Figure 2 along with the appropriate explanations for the Sochi Branch is in the appendix to this section.

24.2.c.3 Final Remark – The SP-construction procedure, presented as a business "game," is useful for future SP realization if it is offered at different university levels: from top

managers to teachers and even students. Thorough comparison and compiling of the results may lead to delicate public demonstration showing solid incorporations of each institutional level (and key persons), so that the chosen development model becomes a work (and responsibility) of the team. Another positive point is that the many people involved in SP realization trial are aware of the process and this is what encourages them to play their roles in the play consciously and more effectively.

25. Specific Strategic Issues to Consider—This section has described the philosophy of strategic planning, the current efforts under way at the Sochi Branch of PFUR, and a suggested model for future planning and development. In this part of the section we describe some specific issues that the Branch may want to consider as its planning evolves.

25.1 International Strategy—The Branch has concluded that an international dimension to its activity would add significantly to its standing in Russian higher education, with which the Team certainly agrees. Consequently, several positive developments have occurred.

- Alliances have been forged with the Universities of Bordeaux and Mississippi and Hinds Community College.
- There has been a growth in international students at Sochi: twenty in 2001, twenty-two in 2002, and twenty nine in 2003 (principally from Finland, France, Germany and USA).
- Several subject areas have participated in this process, mainly cultural, literature, history, languages, and physiology.
- Seven international languages are studied at Sochi.
- The post of Director of the International Office has been established.
- This represents a small, but promising beginning.

25.1.a Given the intent of Sochi to expand this provision, it is pertinent to identify some current shortcomings.

- A very embryonic strategy at present to give structure and context to the above activities
- Limited funds to support developments and expansion, notably funds for support of outgoing students, and support facilities for incoming students
- The usual Russian visa problems
- The absence of a credit structure of the Sochi course portfolio as a basis for the underpinning of credit transfer
- An inadequate staff language capacity
- A rather idiosyncratic selection of institutional partners based on personal contact, rather than strategic intent

25.1.b The Team would therefore suggest the following avenues of development:

- A fully articulated strategy for internationalization (encompassing a justification, principal objectives, scale of activities, identification of blockages, and means of overcoming them) should be established. The international quality review process is recommended (Davies will be pleased to discuss).
- Specific countries or regions should targeted for different purposes (staff mobility and research, student mobility, etc.). A small higher education institution like Sochi needs to focus and become expert and well-known in defined areas. The Black Sea, Middle East and Mediterranean are particular possibilities.

- Sochi needs to engage with the Bologna process immediately, in terms of the overhaul and redesign of programs to facilitate student mobility for Bachelors and Masters programs.
- It is imperative Sochi adopt the European Credit Transfer System without delay.
- Steps should be taken to participate in European staff and student mobility schemes.
- The Branch should consider how its curricula might be internationalized, and what courses might be taught in English.
- The effectiveness of current partnerships should be evaluated, and fresh criteria should be devised for the acquisition of a new network of partners.
- The adequacy of the support services for international students should be evaluated, since this could be a main factor in the success of any recruitment drive.
- Given the attractiveness of the city of Sochi and region of Krasnodar, international student marketing should emphasize the city itself as well as the Branch and PFUR. Our observations on mission and identity are also relevant considerations in projecting an image. Marketing should also be a joint exercise by Branch, city, region and PFUR given the commitment of the city to inward investment. The Branch should impress upon the city the importance of a large student population as an economic multiplier factor.

It is quite clear therefore that the international strategy should strongly reinforce general academic development and its regional strategy.

25.2 Regional Role and Strategy -- There is no doubt that this is a very legitimate and central element in the mission of the Branch, given

- its origins and genesis;
- the expectations of its stakeholders (employers, the city, the region, etc.);
- the possibilities which a strong regional role offers for the generation of additional income beyond the state budget; and
- the growing trends in Europe for universities to engage fully with regional partners in the pursuit of regional economic, social, and cultural development.

Thus, its role in this domain should be critical both for itself and the city and region.

25.2.a It is an interesting question as to how the region should be defined. In a traditional governmental sense, it clearly includes the city and Krasnodar as a whole. However in terms of its area of potential and actual influence and market service, this, in policy and operational terms should be expanded to include South Russia, Ukraine and Belarus as well as the Black Sea international region.

This would confirm the widely accepted idea that regions need to be conceived in terms of flexible spheres of influence which, in a globalized world, will transcend conventional boundaries. This is clearly an evolutionary process.

25.2.b Care needs to be taken not to lose focus, especially in the case of a small institution. Thus, the economy of the immediate region is typified by a strong focus on tourism and recreation; transport, agriculture and information technologies as growing elements, together with a range of service and public organizations. Thus, the critical questions are how far the Branch is recognizing these interests and needs, servicing these needs, and creating new wealth for the region.

If there is to be a genuine synergy, the Branch can only expect investment if it can demonstrate its pay-off to each region in terms of relevance and quality, as our discussions with some stakeholders amply demonstrated.

25.2.c It may be helpful for the Branch, and indeed PFUR, to consider where its activities stand at present in relation to a robust international template of university regional activity (deriving from an EC/EUA project directed by Davies). This is indicated in a competitive map, and it is suggested the Branch undertake a systematic analysis, of its own activities, asking the following:

- Are these activities being undertaken by the Branch at present?
- If so, how well or effectively are they being done?
- If they are not being undertaken, should they be?
- If so, what investment/reforms are needed to facilitate the realization of the Branch's potential and capabilities?

25.2.d It is certainly not being suggested that the Branch should be doing all these things per se, or be doing all these things immediately.

But it is recommended that a reflection on these issues with regional partners would be helpful in determine the future profile of provision (which incidentally may cause shifts in mission).

25.2.e There is no doubt that the Branch is very active in serving the region, and many of its activities derive from sound and well bedded political connections established by the Director, and contractual arrangements with enterprises and public authorities for students, placements, programs of contract education, etc.

25.2.f We are also pleased to see useful market research exercises being undertaken by the Psychology staff and students, which is an excellent start. However, discussions also revealed a concern that many of the interesting initiatives in the regional domain are fuelled by individuals (which is fine), but in something of a strategic vacuum of policy and enabling instruments. Thus, the challenge is to elevate individual activities and enthusiasm to a strategic priority, and, again drawing on the findings of the EU/EUA project quoted earlier, we recommend consideration of the following:

- A more intensive and systematic market research of possibilities
- The creation of specialist liaison roles in the branch (e.g. contract research and development, consultancy, continuing education)
- Incentive structures/rewards for staff and students to want to undertake external work for the branch (building on existing experience)
- Financial policy (re: Fees and overhead charges)
- Flexible staff contracts and schedules to facilitate speedy responses to external requests
- The identification of internal strengths which are capable of commercial exploitation, especially in terms of contract research and development
- A serious demonstration to extend stakeholders of the Branch's commitment in these areas, and a standing robust council of external stakeholders to guide policy development.

All the above clearly imply a well developed entrepreneurial ethic and culture, to which we alluded in an earlier section.

26. Additional Aspects of Academic Development and Strategy—The three areas nominated by the Branch for discussion with the Team did not include academic development per se but there are a number of academic development issues which fall out of other themes on

which the Team feels it may be helpful to comment. These are largely reflections since, of course, we had only limited data on these issues.

- 26.1 The section on mission and culture in this report makes various assumptions regarding the emerging academic philosophy of the Branch. Central to this, we feel are discussions on the student experience invariably settled on control, and quality control, exposed through rigid admissions policies, and formidably high teaching schedule in programmed classes (36 taught hours per week), a variety of examination methods assigned to satisfy external bodies. We can certainly appreciate how the branch has evolved to this point, and it has certainly done what is necessary in satisfying external bodies, which we commend.

However, the emphasis is on control, not development, and we have reservations about this in terms of

- the focus on teaching, rather than independent student learning, which are likely to have career repercussions for students in terms of subsequent career development; and
- the high costs of sustaining such a pedagogic model, compared with a higher teaching regime and more independent learning – which is probably not sensible given financial shortages

However, we do appreciate this in terms of external regulation, staff salary, and contract issues, but would strongly recommend that this is seriously discussed in terms of curriculum design, in terms of student learning hours, and not in terms of staff taught hours.

- 26.2 Like all Russian higher education institutions, courses are essentially highly specialized with regard to particular vocations ... again, historically explicable. This practice however is not conducive to inter-disciplinary study, nor does it equip students for the possibility of career change in mid-life. We would thus recommend a consideration of general transferable skills which should figure in all specialties (e.g. information technology, problem solving, communication, leadership, languages, project management, etc.), and the conversion of the entire course structure to a credit based framework using the European Credit Transfer System model.

This would also satisfy international and lifelong learning agendas. The above obviously has implications for course design, quality assurance, and staff and student competencies, but we feel they are very important as Russia and the Branch enter the international sphere of higher education.

- 26.3 The Branch is, of course, relatively new and small. Major questions are therefore:

- Does it need to expand? We feel it does, to provide a secure critical mass which makes it less vulnerable; to provide a more comprehensive service to its region; and to become more recognizable as a university.
- If so, to what size? This is difficult for us to say, because market need is a crucial factor, but, approximately 6,000 students in the next five years would not seem extreme.
- If so, how? A number of vectors seem possible.
 - Expanding the existing core business by attracting students from other regions and internationally
 - Expanding the provision of lifelong learning for the four different categories of student indicated in the section on environmental challenges
 - Adding to the range of disciplines/specialties currently provided, consistent with regional needs (e.g.: information technology and its applications; broader fields

of tourism related to heritage studies, eco-tourism, and sports; media studies; and enterprise and innovation).

These are all connected with existing fields, thus creating a national organic growth, but these would need to be subject to serious market research and co-operation with stakeholders.

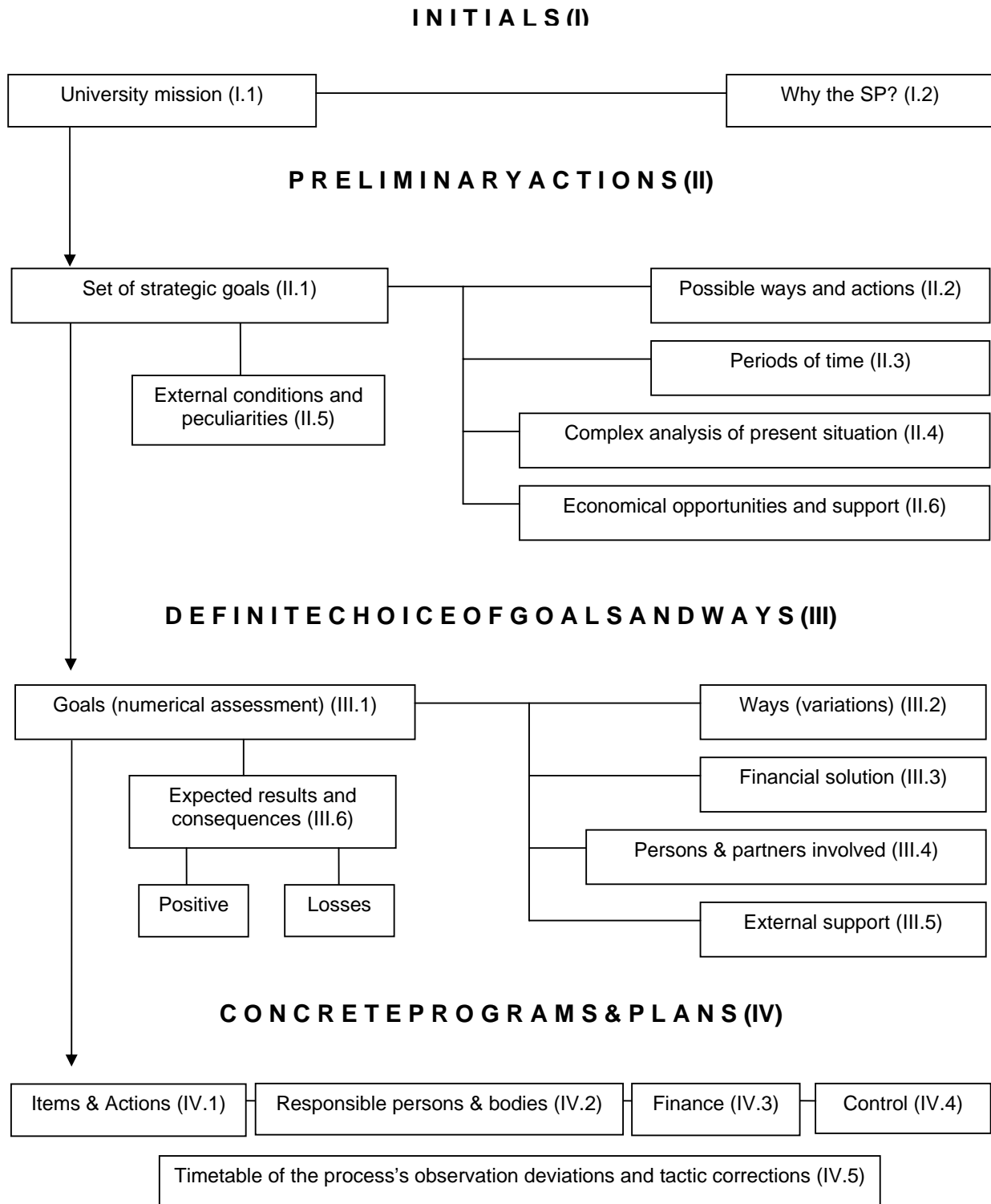
- Should the expansion be vertically, as well as horizontally? As the Branch develops, and subject to international recruitment and the policy of PFUR itself, we would see a progression to Masters degrees in a small number of areas initially, say in approximately five years. This is compatible with Bologna, lifelong learning, and regional needs.

However, this step should not be taken lightly, since it calls for a greater research base than at present exists, as well as enhanced library and information technology facilities. No doubt there would be further quality issues also.

26.4 These are issues of major strategic significance, and potential mission shift, and are not ours to be resolved unilaterally, but now is the time to consider them. However, they would certainly need to be considered in relation to

- the external stakeholders
- issues relating to regional and international development, which we discuss next
- the role and strategic development of PFUR itself, i.e.
 - its views on the future of its Branch
 - the robustness of its processes of academic development review, quality assurance, academic policy, and material support in staffing, resources and advice

Appendix to Section V: Strategic Planning
"GENERALIZED SP-BUILDING MATRIX"



“PFUR BRANCH SAMPLE-SET” OF POSSIBLE “MATRIX ELEMENTS”

Initials (I)

I.1. University mission:

- a) Be a unique best-Russian-type university in the Sochi region
- b) Be a unique western-type university in the Sochi region
- c) Be a unique E-learning university for the Black Sea region

I.2. Why the SP?:

- a) Bad economy, too little money
- b) No sufficient political and economical influence in the region
- c) Small number of students
- d) Low level of quality of education
- e) Poor research
- f) Great dependence on Parent University

Preliminary Actions (II)

II.1. Strategic goals:

- a) Become rich
- b) Become the most influential university in the region
- c) Become maximally helpful for the region
- d) Become mostly international university
- e) Become to great extent scientifically oriented
- f) Become an independent institution of higher education
- g) Become a private university
- h) Become an entrepreneurial university

II.2. Possible ways and actions (short list of examples):

- 1) “Elite university” way
- 2) “Public university” way
- 3) “Regional university” way
- 4) “International university” way
- 5) “Big Russian university” way
- 6) “Scientific university” way
- 7) “Branch university” destiny
- 8) “Independent university” way
- 9) “Steadily gaining freedom university” way
- 10) Increase number of students
- 11) Decrease number of students
- 12) Open new specialties
- 13) Close some specialties
- 14) Attract good young teachers
- 15) Attract well known professors
- 16) Attract good scientists
- 17) Facilitate scientific school development
- 18) Open university enterprises
- 19) Sign agreements with local authorities
- 20) Attract foreign students
- 21) Develop foreign languages

- 22) Reform the teaching process
- 23) Raise tuition fees
- 24) Introduce new technologies
- 25) Develop advertising
- 26) Fight for more state financing
- 27) Modernize the university management system
- 28) Make accent upon regional needs
- 29) Work on accreditation as an independent university
- 30) Weaken (strengthen) ties with the Parent University

II.3. Periods of time:

- a) Three years as at Parent University
 - b) Four years as president-term
 - c) Five years as USSR economic plans
 - d) Seven years as a longer term
- (Not to forget that there must be time to live...)

II.4. Complex analysis of present situation:

- a) Economical state
- b) Material base
- c) Teacher resources
- d) Educational facilities
- e) Students' demands

II.5. External conditions and peculiarities:

- a) Regional demands
- b) Strong (feeble) positions at local power level
- c) Great (weak) dependence on parent university
- d) Regional competition conditions
- e) Ethnic variety factors
- f) Geographic situation

II.6. Economical opportunities and support:

- a) Regular state financing
- b) Proper university financing
- c) External investments (state, private, foreign)
- d) Bank or other loans
- e) Mixed financing schemes
- f) No money needed

Definite Choice of Goals and Ways (III)

- I. Content of this section is a result of major creative work. First, the element (III.1) is filled on the base of analysis of section II. It comprises one or more interdependent goals (from the enlarged list II.1) that the University is able to achieve. Then other elements are filled with adequate positions from the lists above, II.2-5 (which could possibly be enlarged). Out of this "lego" the university administration can compose several different variants of the block. Each of them is to be regarded from political, economical, technological, and other viewpoints; and only after that analysis should definite choice be made. The element (III.6) can serve as a final convincing argument for gains and losses. For instance, the price of freedom from the Parent University may be economical dependence on private money. Also, international aspirations may enhance a lack of local confidence. All that should be thoroughly analyzed and discussed before choosing a SP-development model.

Concrete Programs and Plans (IV)

- II. This section represents the technological part of SP-building procedure. It has quite a standard form (but allows for deviations, making the table most convenient or pleasant for the institution president) and a good administration team is able to fill in the rows and columns, provided the block (III) is created.

VI. Organizational Implications

27. The Sochi Branch of PFUR is an evolving, maturing educational institution. The Branch has made significant progress over the last twenty-five years, but the next twenty-five year brings additional challenges and opportunities. This report has described these challenges, suggested a planning process in which the Branch should engage, and noted several related strategies that will allow the Branch to flourish. This section of the report describes several organizational implications that flow from the above discussions.
28. The Visiting Team sees several areas in which the Branch should pay attention, including organizational control and sustainability, human resources, quality assurance, and finance.
- 28.1 The Branch is fortunate to have an extremely competent Director, Nadezhda Kozlova, and broad support from PFUR. However, it is very important that the Branch continue to develop its organization and human resources to ensure the sustainability of strong and effective educational leadership. We recommend that the Branch periodically review its organizational structure to ensure that both the educational and administrative offices fully support the emerging strategic plan.
- 28.2 Human Resource Development—This is a particular area for the Branch as it consolidates its position, since its future development possibilities can only be realized through a dedicated, skilled and high-quality academic and administrative labor force. At the outset, the Team wishes to observe
- that the Branch is still relatively new and thus unencumbered with years of tradition which would constrain experimentation and innovation;
 - that the Branch should attempt to build in as much flexibility in its human resource practice as it can at this critical stage, to provide as much room for future maneuvers as possible;
 - that the human resource policy should be tightly connected with academic strategic priorities;
 - that it should build now for a potential future free-standing university status; and
 - that the PFUR should play a more proactive role in facilitating the above.
- 28.2.a We are confident that the management of the Branch is aware of these imperatives, and are happy to commend some very positive faculties of human resource policy to date.
- The growth of staff numbers has certainly kept pace with the growth of student numbers, and it is hoped this situation will continue.
 - There has been a good growth of part-time staff associates to keep pace with student growth. We comment later on this, but this gives professional credibility and flexibility to staffing support.
 - The mentoring system for new staff seems to work well.
 - The priority afforded to staff obtaining higher degrees (twelve D.Sc., and thirty-one candidates degrees out of a staff compliment of ninety-one), is most commendable.
 - The growth of in-service training provision is very welcome, especially since it is based on individual needs deriving from staff appraisal processes, and since the

budget includes provision for training costs and salary increases arising from the successful completion of training.

- The similarity in PFUR and Branch human resource policies is commendable.

28.2.b Discussions with staff revealed several important issues for which the Team recommends early resolution.

28.2.b.1 The challenge of the age profile—Thirty percent of staff are over fifty years old, and whilst this ostensibly means a wealth of potential experience, this also creates potential problems.

- The staff profile is inevitably more costly than a more favorable even distribution along a bell-curve.
- There must inevitably be questions in some cases of staff productivity.
- There may, in certain areas, be an emerging leadership succession problem.
- There may be an issue of limited opportunity to recruit young staff to sustain vitality.
- There may be excess staff in certain academic areas, which, because of tenure arrangements, may prevent the essential recruitment of new blood.

In this regard, the Team recommends

- a consideration of how effective retirement policies are in increasing turnover;
- attention to staff development and career updating for staff in the upper age brackets;
- the evaluation of what different roles could be given to older staff who have still something to offer, but have run out of steam in their current roles;
- a succession planning exercise to groom younger potential leaders; and
- a robust appraisal processes to facilitate the exit of poorly performing staff.

28.2.b.2 The expectations of the Sochi academic—From time to time, universities in rapid transition feel the need to redefine their expectations of their academics, as new demands are placed on institutions. The Team feels that the time is right for this in Sochi, and therefore recommends

- a formal explicit statement which clarifies expectations in terms of the balance between teaching (vocational and academic), research, research and development, extra-mural activities, service, and leadership/administration; and
- a process based on appraisal, which defines in the case of each individual what the balance is, and uses this as a framework for appraisal and staff development as well as in-service training needs.

28.2.c Research at the Sochi Branch—This is acknowledged as a relatively weak area, and understandably so, given the previous status of the Branch, and its relatively short existence, and we welcome the appointment of a Deputy Director of Research. Additionally, we would note the practice of encouraging staff to do D.Sc. and candidate degrees and providing extra payment for research endeavors. However, given the Branch's future priorities, the process of enhancing the research capability should be accelerated, and we recommend the following:

- An acceleration of the existing policy of encouraging interdisciplinary team research

- A systematic diagnosis of the strengths, weaknesses and potential of each academic area in the Branch and a formulation of a research plan based on this, for the area and for the individuals within it (see also the point about the Sochi academic)
- A substantially enhanced in-service program of research training, which might encompass research methods, research degree supervision, grantsmanship and bidding etc
- A major effort to build international research connections, capitalizing on the expectation of PFUR, to encourage researchers to go abroad for short periods to work on targeted assignments, to broaden their horizons, and to produce joint papers

The role of PFUR is seen as being potentially very useful in this regard.

28.2.d In-Service training—While the process for assessing and identifying individual training needs seems well founded, there appears to be little attention to identifying strategic university-wide training needs. This is not helpful, since many of the innovations intended by the Branch will flounder if staff are not capable of sustaining them. As an example, some of the staff training needs relating to the internationalization initiative are likely to be staff language training, briefings on other national systems with which Sochi could do business (on European Union arrangements), briefings on EU funding opportunities, and the development of foreign alliances for structured staff exchange experiences.

This analysis could usefully be applied to other strategic priorities also.

28.2.e Part-time staff—The use of these is appreciated given the flexibility they afford to staff budgets, and for the professional credibility they potentially bring. However, in other national systems, quality assurance mechanisms would be sought in areas like appointments, training, and evaluation of the performer.

The Branch may wish to consider this, given its extensive use of part-timers.

28.3 Quality Assurance—This was an area which did not receive much attention in discussions in terms of understanding processes of attestation in Russia and the Region. Nonetheless, it is certainly very important in the light of our observations.

- The quality of the Branch's work will be a critical factor in an increasingly competitive market for higher education, especially perceptions of quality in the eyes of clients and stakeholders.
- If Sochi presents its international strategy in a Bologna context, there are inescapable conditions to be met in terms of the quality of the learning experience in a comparative sense, especially due to the ramifications of ECTS.
- The role of PFUR as parent institution seems to us inevitably involves a quality assurance/control role.

28.3.a Given the fact that this area was not discussed directly on our visit, all we can reasonably do is make several recommendations.

- The Branch should formulate an explicit quality assurance strategy for its programs at various levels. There are numerous examples of good practice in this domain in western universities which the Team can make available.
- There should be a clear cycle of connections between evaluations of the effectiveness of programs and related organizational functions such as strategic

and annual plans, the budget process, staff development strategies, and curriculum development.

- The focus of responsibility for quality assurance and audit should be clear.
- The role of the PFUR in quality assurance could probably do with a restatement. In many other systems, parent universities have a direct legal obligation for quality assurance matters in branch institutions, and this should be looked at especially in the context of Bologna et al, where this will certainly be expected.
- Given the vocational and specialist nature of its work, the Branch should actively involve alumnus and stakeholders in quality assessments.

28.3.b Beyond this, it would be improper of us to offer recommendations, but we would urge the Branch and PFUR to be open, frank, and explicit in the design and operation of its programs.

28.4 Finance—The Branch of PFUR has been on an upward growth trajectory over the last five years with year-to-year comparisons often exceeding 100 percent. As the number of students has increased in higher education (both in the college and in extramural programs), the budget has grown in a corresponding manner. Up to this point, the Branch has been able to generate enough income to finance its activities without much thought to academic priorities or capital needs. However, this growth in students and budget is finite and is limited by practical considerations including facilities, staff, and faculty. We recommend that the Branch focus its attention on financial considerations by

- developing a three to five year budget that is tied to the Branch's strategic plan;
- comparing each year's actual financial performance to the budget on appropriate indicators;
- developing a capital plan that allows for the refurbishment of current facilities and the building on new facilities; and
- ensuring that financial and budget allocations are based on the highest priority needs of the Branch.

As the Branch continues to mature and grow at some point consideration will be given to whether or not it should become separate from PFUR. If that occurs, the Branch's financial position will have to be strong and able to support its independence.

VII. Concept of the Branch, Evolutionary Options and Concluding Remarks

29. As noted at the beginning of this report, The Sochi Branch of PFUR, founded in 1944, is one of the oldest educational establishments in Sochi. While the University has gone through several organizational changes, the most important change took place in 1998 when the University was established as a branch of PFUR. This gave the University increased stature and access to additional faculty and staff as well as other financial and non-financial resources. However, at some time in the future (probably sooner than later), the Sochi Branch will need to consider other options including whether to stay a branch of PFUR in the current configuration, to stay a branch of PFUR but perhaps with more independence, or to become an independent organization. Each of these options has both advantages and disadvantages, and must be weighed carefully. It is not the task of the Visiting Team to recommend one option over another. Rather, it is our task to call attention to these options and urge the Director and her staff to carefully consider the rewards and risks involved in each option. The manner in which the Sochi Branch of PFUR evolves over the next

decade could set a precedent for other Russian educational institutions in the same situation. Much could be learned from the manner in which the Sochi Branch evolves.

30. The Sochi Branch of PFUR is at an important crossroads in its development. Its close association with the city of Sochi, the Krasnodar region, and the PFUR has enabled the Branch to grow in both size and quality. The institution has an outstanding leader, a dedicated faculty and staff, and impressive students. We commend the Sochi Branch for recognizing the importance of strategic planning and for beginning to develop and implement a more comprehensive and detailed plan. It is our hope that the recommendations contained in this report will be useful to the Director and her staff as they move forward on developing a new plan. The Visiting Team is fully confident that the Sochi Branch will succeed and wishes it well in this endeavor.
31. We thank again the Sochi Branch for the wonderful hospitality given to the Visiting Team. Our hosts gave very generously of their time both before and during the visit, made whatever adjustments to the schedule we requested, provided excellent accommodations during the visit, and treated us to excellent cuisine. We want to again thank the Director and her staff for making our visit one which we feel has been educational and mutually beneficial for both the Visiting Team and our hosts.

Visiting Advisors:

Michael A. DIAMOND (Team Leader), USA

Michael Diamond is vice president and executive vice provost of the University of Southern California. Initially appointed in 1995 as vice provost of planning and budget, he now works closely with the provost, and is responsible for managing the academic enterprise at the University of Southern California and overseeing a budget approaching \$1 billion. From 1987 to 1994, Dr. Diamond served as dean of the Leventhal School of Accounting and director of the school's SEC and Financial Reporting Institute. In 1994, Dr. Diamond co-founded the Strategic Planning Partnership, an initiative of the Ernst & Young Foundation, to assist selected business schools and other academic organizations in strategic planning and change management processes. He has served as president of both the American Accounting Association and the Accounting Programs Leaders Group. A recipient of the California Society of CPAs Faculty Excellence Award, Dr. Diamond has taught at California State University, Los Angeles; been a visiting professor at the University of California, Berkeley and the University of California, Los Angeles; and has taught in executive education programs for a number of international accounting firms as well as Fortune 500 companies. Dr. Diamond received a B.A. at the University of California, Berkeley, and an M.S. and Ph.D. from the University of California, Los Angeles. He is an alumnus of Russian Higher Education Project Symposium 2, *University Strategic Planning in a Context of Regionalization of Russian Higher Education (A Session on Strategic Planning Best Practices)*, 2003.



John L. DAVIES, United Kingdom

John Davies is dean of the graduate school and former pro vice chancellor for research, enterprise, and innovation at Anglia Polytechnic University, Chelmsford, United Kingdom, and pro vice chancellor for quality assurance and organization development at La Trobe University, Australia. He was also professor of higher education policy and 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). 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. He is a member of the Universities Project Advisory Committee, has participated in many Universities Project and Russian Higher Education Project Symposia, and has participated in consultant visits by Visiting Advisors Program teams to Central and East Europe and the Russian Federation.



Alexander P. YEFREMOV, Russian Federation

Alexander Yefremov is first vice rector at Peoples' Friendship University of Russia, where he has worked since 1977 in various capacities, including associate professor, head of the Physics Department, and vice rector for academic affairs. He holds a Ph.D. in theoretical physics. Dr. Yefremov is an alumnus of several Universities Project and Russian Higher Education Project symposia.



Helene KAMENSKY, Austria

Helene Kamensky is director of Russian Higher Education Programs of 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, she was research fellow at the Institute of Scientific Theory at the Salzburg International Research Center. From 1985 to 1989, she was dean of the Faculty of Foreign Languages at Novosibirsk State Pedagogical University in the Russian Federation, where she previously served as associate professor and senior lecturer in the department of philosophy. Dr. Kamensky's area of research interest is higher education policy and management. She holds a Ph.D. in philosophy from the Department of Logic and Epistemology at the Russian Academy of Sciences, which was authenticated by the University of Salzburg, Austria, in 1993.



Schedule:

Sunday, June 13	
9:55	Arrival to Sochi and transfer to the hotel "Radisson Lazurnaya"
12:30-13:30	Lunch
14:00-16:00	Tour of "Krasnaya Polyana"
20:00	Welcome dinner
Monday, June 14	
8:00-9:00	Breakfast
9:00	Departure to the University
10:00-11:00	Meeting with the director, Kozlova Nadezhda, and her team (review of the schedule; main issues to be discussed)
11:00-11:30	Coffee break
11:30-13:00	Presentation of the University (Petenko A., Ponomarenko A.)
13:00-14:00	Lunch
14:00-16:00	Meeting with the students or representatives of the faculties (Poljakova A.)
16:00-16:30	Coffee-break
16:30-18:00	Working group 1 (Chair: Kozlova N.)
18:00-19:00	Dinner
19:00	Cultural program
Tuesday, June 15	
8:00-9:00	Breakfast
9:00	Departure to the University
10:00-11:00	Working group 1 (Chair: Kozlova N.)
11:00-11:30	Coffee break
11:30-13:00	Working group 2 (Chair: Samodurova V.)
13:00-14:00	Lunch
14:00-16:00	Working group 2 (Chair: Samodurova V.)
16:00-16:30	Coffee break
16:30-17:30	Meeting with the town administration representative responsible for higher education or Mayor of the town
17:30-18:00	Debriefing Meeting
18:00-19:00	Dinner
19:00	Cultural program
Wednesday, June 16	
8:00-9:00	Breakfast
9:00	Departure to the University
10:00-11:00	Working group 3 (Chair: Efremov)
11:00-11:30	Coffee break
11:30-13:00	Working group 3
13:00-14:00	Lunch
14:00-17:00	Team meets to prepare the preliminary report
17:00-18:00	Presentation of the preliminary report
18:00-18:40	Press-conference (approx. 40 min.)
20:00	Farewell dinner
Thursday, June 17	
8:00-9:00	Breakfast
9:00	Departure to the airport

THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR

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

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

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

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.

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

FOR MORE INFORMATION

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