REPORT on

Samara State University

Russian Federation

April 15 - 20, 2005

SALZBURG SEMINAR

RUSSIAN HIGHER EDUCATION PROGRAM
VISITING ADVISORS PROGRAM

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The Russian Higher Education Program of the Salzburg Seminar Visiting Advisors Program

Summary Report of the Visit to the
Samara State University, Russian Federation
April 15-20, 2005

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Introduction

Samara State University (hereafter referred to as SSU) was founded in 1918. It closed in 1927 because of financial difficulties, but several independent institutes evolved from it. It was reestablished in 1969 with three science Faculties and one humanities Faculty. SSU is the only classical university in the Samara oblast, which consists of 3.3 million people, of whom 1.25 million live in the city of Samara. Samara (formerly Kuibyshev) was a center of aerospace and defense technology in Soviet times and was a closed city until 1991.

SSU has 13,000 students (of whom about 6,000 are full-time day students) in ten Faculties (Physics, Mechanics and Mathematics, Chemistry, Biology, History, Sociology, Economics and Management, Psychology, Law and Philology) that teach twenty-four diploma specializations, forty-eight graduate (*kandidat*) specializations and nineteen doctoral (*doktor*) specializations.

The Salzburg Team was impressed by the organization and commitment with which the University administration and staff approached the meetings. All participants in the discussions were engaged and forthcoming with information and ideas and stressed the importance of the Team's visit for the University's advancement. The Team also enjoyed SSU's warm hospitality and the opportunity to get to know the city of Samara.

The discussion sessions focused largely on the three main issues identified by the SSU administration—strategic planning, community relations/governance, and education administration (including quality management). The Team's report below is based on our observations and recommendations on the three main topics of discussion.

I. Strategic Planning

A culture of power

SSU has a short history, but it is embedded in a long tradition of institutions created by government in order to improve the economy and culture of a society in need of modernization. In Soviet times, the classical university centered its activities on the exploration and transformation of science into a platform of national power. Knowledge for its own sake was the focus of academic work, and, as such, was a carrier of wider social constructions, the shape of which was decided in Moscow, in particular through the Gosplan invention of a possible future. Thus, activities linked to other social partners, local authorities, economic entities and industrial plants were mediated by others.

After the changes to a market model of social organization, the power to invent the future needed to be distributed to institutions closer to the citizen, since markets reflect individual choices and their grouping at the collective level. The long accustomed system of authoritarianism was to disappear in favor of structures justified by bottom-up decision-making processes involving the citizens themselves in various collectives—the enterprise, the community, the region, the university and other cultural organizations.

This proved more difficult than expected, and the recent history of the country is an attempt to abide by new rules of development while clinging to familiar behavior. If modernization was the main target of social development, history from Peter the Great to Vladimir Lenin had proven that objectives could be reached by strong central processes of decision-making. Modern conservatives could claim that democratic commitment could prove a difficult risk to manage, especially if complete changes were to be avoided. The danger was made more frightening by the deteriorating economic situation. Great changes seemed impossible to fund, but could incremental processes of change suffice in a context of a transformed paradigm—the upsurge of the market, forcing its way through despite resistance and misapprehensions?

At SSU, incremental change became a policy of transformation whose varied process had to be encouraged by strong steering from the center. The institution found in Rector Yarovoi a strong and committed leader whose vision of a long-term future was that of a strong autonomous institution, using its prestige to take full part in the construction of the higher education system in the Volga region. He envisioned a system whose strength should be manifest in a metropolitan academic conglomerate whose holding could be entrusted to SSU. In a way, the classical culture of management in Russia
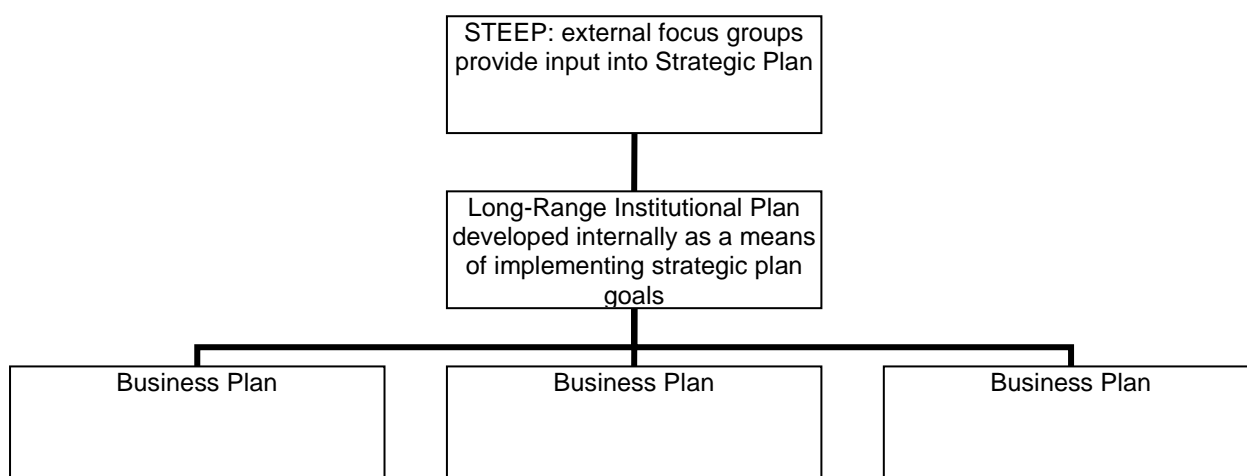
was used at regional and local levels with the hope of steering valuable changes in an organization with a sense of its past successes and its place in the system of higher education in the country as a whole. Can the Rector, however, stand up to this enormous challenge when the delegation of responsibilities seems rather difficult to achieve, considering the many duties the Rector has taken on in the groups that influence the University's development, inside and outside the institution? Can a culture of trust in the commitment of others to the same strategic goals flourish in an institution that has been protected for so long in the closed city of Kuibyshev, where free and autonomous outside relations were simply impossible for the military character of the town? Moving to another culture of power is an enormous challenge for SSU and their first successes must be commended.

A basis for strategic planning

After perestroika, the old power structures disappeared. The distribution of decision-making throughout the various levels of responsibility in the Russian Federation represented an opportunity to engage in a new organizational set-up, closer to the needs of the region and local society. And, indeed, the higher education sector was one of the social activities that went on operating as well as it could in the new circumstances, unexpected energies being released in many parts of the system. With the constant decline of federal financial support, academia developed entrepreneurial qualities and imagined new approaches to institutional survival. However, this survival was at the cost of a shortening of the planning horizon, many decisions being taken for the next few months rather than the next few years. The institution tended to focus on the obvious, training the young generation as well as possible while taking into account the lack of employment possibilities in a depressed economic area where most activities linked to the military industrial complex had been terminated, leaving thousands of people unemployed. Efforts had been made to develop the service industry, and factories, for instance, were turned into shopping malls with the hope of reinventing the trading past of the city. But even the obvious was questioned by the present situation.

What areas of activities should carry the future of SSU? Where should the scarce resources available for development be invested? What are the academic strong points at SSU that can develop a new level of competence in education and in research? Is there an innovative path of development for the University relative to other regional institutions, from the new private institutions to the branches of prestigious national universities from Saint Petersburg or Moscow? How much should SSU cooperate with competitors or affirm its uniqueness against them? These questions of identity have been addressed in part, albeit in the framework of the old bureaucratic past symbolized by five-year plans that, in today's fluid situation, look more like ideals than objective targets to be reached in a given period of time. To the Salzburg Team, university members did not seem very confident in such programming. Rather, the reduction of the "possible" to short time horizons meant they were forced to engage in *tactical* instead of *strategic* thinking.

Unhappy with this situation, the leadership of the institution decided to ask the Vice Rector for International Relations to test and propose new approaches to the definition of SSU's future. The Salzburg Team can only commend this initiative, but we worry about the long-term success of the initiatives like the Alumni Association and the International Board. Such innovations seem to be marginal still, and the way they are brought to the center of the institutional decision-making process will decide their success (i.e., whether they have the capacity to facilitate new developments and to encourage effective transformations). To become more central in the life of SSU, these institutions—new and still in defining stages—will need to be entrusted with a full range of reflections on the future of the type mentioned as the *STEEP process*. Thus, SSU should evaluate its existing strengths and weaknesses as well as opportunities for growth and the obstacles it could face in terms of the **S**ocial, **T**echnological, **E**conomic, **E**ducational and **P**olitical environment of the region and the country as a whole. Strategic planning can help SSU identify areas of distinction in which it is or can become competitive. One planning model:

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            ┌─────────────────────────────┐
            │ STEEP: external focus groups │
            │ provide input into Strategic │
            │           Plan               │
            └─────────────────────────────┘
                          │
            ┌─────────────────────────────┐
            │ Long-Range Institutional Plan│
            │ developed internally as a    │
            │ means of implementing        │
            │ strategic plan goals         │
            └─────────────────────────────┘
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      ┌───────────────────┼───────────────────┐
┌───────────┐      ┌───────────┐       ┌───────────┐
│ Business  │      │ Business  │       │ Business  │
│   Plan    │      │   Plan    │       │   Plan    │
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(Short to medium-term plans of the various academic and administrative sub-units that contribute to meeting the goals of the Strategic Plan)

Successful strategic planning must be grounded in a series of arenas supporting institutional change and committing to it; internal discussions at the leadership level are not sufficient. Hence, the Salzburg Team would recommend that *focus groups* of academic champions from *inside* SSU (professors, administrators and students aware of the institutional potential for change) as well as *outside* economic and political leaders meet to discuss thematic areas of development such as the humanities, social work or technological development. The groups would propose priorities from which the leadership would select.

These focus groups should be made aware that the Institution will proceed with its final choices in the context of the general move of the country towards a bottom-up organizational mode and the development of a student-centered university. This framework will influence all other decisions of SSU for its long term development including the hiring of staff (professors and administrators),

the development of curricula, and pedagogy and learning approaches. Such a process can be accomplished even if the national educational standards that constrain teaching content and degree structure survive for the short or medium term. However, the fact that Russia signed the Bologna Declaration at the 2003 Berlin conference of European Education Ministers should lead to universities developing their own activities that are unique to their basic endowment of personnel and financial resources.

Moreover, in a student-centered university, students will soon discover that they have an interest in their own future as facilitated by SSU. Students will find it more rewarding to take part in the decision-making process at the institutional level than they do now, when they suffer from the same authoritarian syndrome as the rest of the institution. A strong representation of student interests should become the norm of a redefined SSU. Professors should also be more involved, not only in the transformation of their work to abide by norms formulated outside of their departments, but also in the future of the institution as a whole. The Academic Council is one arena for such discussions, but the collegial spirit and democratic decision-making process should become fully participative if the institution is to become a **community of belonging**—a group of people who are aware of their common duties and shared principles for action. This is how SSU can become a strong partner in the development of the region and in its own growth and progress.

An excellent example of strategic planning that some Team Members observed is the process followed last year at Vladivostok State University of Economics and Service (VSUES), where the First Vice Rector led an intensive, year-long series of integrated planning activities. These included questionnaires for internal and external stakeholders, SWOT analyses, scenario development focus group discussions, substantial data collection and documentation, several all-day planning workshops (one of which was held to coincide with a VAP mission), and other approaches. This process has been highly successful, not only in generating a strategic plan, but also in developing a sense of community and commitment at VSUES. It would be worthwhile for SSU leaders to explore this process with the VSUES Rector and/or First Vice Rector with a view toward using it as a benchmarking opportunity in the area of strategic planning.

Recommendations:

The University needs an inner *sense of distinctiveness and confidence* that goes beyond trusting the Rector for steering the institution to calmer waters. This means investing in the future.

- **Find examples of best-practice in the Russian and international environments against which to benchmark the planning process.** Contact or visit them to learn from their successes and difficulties.

- **Be pro-active rather than reactive by assuming that intellectual identity goes further than the training of professionals who are able to adapt to economic circumstances.** For example, the Team was told

by a representative of outside society that the university is the institution society needs to develop a critical sense of the present, an understanding of possible futures, and a capacity to step back from today's urgencies to invent the future.

- **Set up focus groups involving academic champions** from *inside* SSU, to include professors and students aware of the institutional potential for change, as well as *outside* economic and political leaders to discuss thematic areas of development and to propose priorities from which to select at the leadership level.

- **Set aside enough funds to pay for the necessary administrative support for the planning process, first in terms of people, then in terms of equipment.** It is unrealistic to believe that a new square on the organizational chart will be sufficient to bring SSU one step further in its development. Assessing the STEEP environment entails questionnaires, analysis of data, reflection, facilitation of focus groups, coordination of projects, and pilot experiments. These tasks cannot be done by one or a few persons, no matter how talented and committed. SSU should see whether graduate students or young researchers could help staff the necessary positions, in so far as some of the work could be the basis for diploma research.

- **Distribute resources, even small ones, to the people in charge of various activities, making them responsible for their use on behalf of and for the good of the institution.** The distribution of financial resources could be linked to yearly agreements between the leadership and staff to define the targets to be reached and how they could be met with some support from the center. Such a process corresponds to the effort to have a holistic participative institution.

In other words, a trustworthy institution, which the Salzburg Team knows can be achieved given the high level of commitment manifest among the people met with during the three days of the group visit, means that the University must be confident enough to benefit from the comments of others and to be open to ideas and constructive criticism. SSU is on the threshold of re-conquering its own future. A university is more than a legal entity. It is also more than an organization—a simple technical set-up. It is a community—a living organism that adapts and changes but stays recognizable as itself. A living organism needs special treatment, like a garden where hope is nurtured and supported with care and compassion.

A strategy based on a clear understanding of oneself and of one's partners

Market research

Market research is a key to effective strategic planning. The institution must define what it is and how it defines its mission. The mission helps define a strategic plan that helps define goals, and goals help define objectives. Once

the mission is defined, then the University needs to go out into the market and find information in order to build a strategic plan that will help the institution adapt to the social context in targeted ways.

The institution has learned the research strategy of marketing and to position itself in what is becoming a market-driven higher education system. SSU has a new marketing center that began in January of 2005. It currently has one staff and no dedicated space, but facilities for it are being addressed. There is a student employment center under its aegis where students themselves do job research. The marketing department focuses on the University's image, price, advancement of graduates, and available job positions attractive to students.

It has been said that any university has three goals:
a.) to *assimilate* the knowledge of its time and translate it to people as it is,
b.) to *activate* this knowledge by turning it in to an activity, and
c.) to *innovate* by creating new knowledge.

The state is interested in knowledge dissemination and the activation of knowledge into the community, but is less interested in innovation, which is the purview of universities. The university is much less comfortable with the activation or professionalization of knowledge in the workplace.

It is difficult to know what employers really want. In many countries, small and medium enterprises say they need one thing, but they are often thinking of the present or only a few years into the future. Large industries say they do not find what they need in current students because universities are teaching to the needs of today and not educating people who can understand, work, adapt, think critically and creatively, etc. In general, employers say they do not want specific skills, which can be taught on the job.

Universities must be clear about where they stand in the teaching of a) knowledge, b) skills (that are necessary to activate knowledge), and c) competencies. The institution will be branded differently depending on which combination of knowledge, skills and competencies it chooses. For example, SSU can choose innovation (a research university) or skills (a professional institution). Each institution must be clear about its profile, and then it can market its "product."

What should the role of the classical university be and how can it define its niche? In the United States, a classical education is important in teaching critical thinking, which leads to innovation. But students must have practical skills as well, acquired through internships or other labor-market related training. The life of these technical skills in the labor market is about eighteen months in the United States, so the necessary skills must be combined with competencies and knowledge in such a way that graduates are employable because of their ability to adapt. Also, because a set of skills has such a short life span in the market, lifelong learning is important for providing value to education.

Rector Yarovoi mentioned one key area in which he wants SSU to become more involved. He wants SSU to be an institution that is engaged in society by a) focusing on students' spiritual and personal lives, and b) addressing social problems that have worsened as a result of the transition to the market economy. For example, he mentioned alcoholism, prostitution, crime, and social alienation.

Recommendations:

- **One way to define such objectives is to establish focus groups to study the targeted social problems. The focus groups should consist of *outsiders* with knowledge and expertise in the area (social workers, criminologists, etc.) and *insiders* in the University, people in the marketing department, anthropologists, sociologists, etc.** The focus groups would study the problem to determine if it has, in fact, been caused by the market transition. These problems may or may not be market-driven, and research is needed. Once a team has provided some answers, then SSU can decide what, if anything, the institution can do to address the problem. Should it open a department of criminology or a youth club or train social workers in alcoholism treatment or something else? It must be stressed that SSU, like any institution, cannot do everything. It must pick some areas where it wants to and can contribute, and then find ways to focus on these.

Financial planning and revenue generation

SSU has a budget of 305 million rubles, of which 34 percent is ministry financing and the rest is non-budgetary income. A Support Foundation was established about 10 years ago as a tax shelter for sponsors' funding. 28 million, or about 13 percent of non-budgetary revenue, is income from sponsors and other philanthropic activity by physical and legal persons (individuals and organizations). The revenue is spent on university capital needs such as equipment and construction.

Faculties and deans are encouraged to earn outside income, but 80 percent is paid to the University and only 20 percent remains at the faculty level. The administrative budget is not divided by administration unit, but only by functional category (food, travel, etc.).

The Ministry has made clear that it will be severely cutting back budget financing for many Russian universities in the coming budget year. SSU is being proactive in using the time to build up a <u>strong academic base</u>, a <u>good physical and technical infrastructure</u>, and a <u>good image</u>. These are all excellent measures. However, making up for a predicted sharp drop in the 34 percent of the budget that is currently state financed will require immediate attention to greater income generation.

Although the legal and financial environment is not comparable and many such activities may not be permitted, here are some examples of ways in which United States universities have been able to earn outside income.

- Create enterprises that support academic programming by providing practical training and internships for students. For example, Dartmouth College runs its own hotel, which is staffed by students from the hotel school but is a commercial enterprise.
- Champlain College used to have a day care center that provided training for its early childhood education students at the same time as it earned money for the college and offered a necessary service to the community.
- Student radio stations sell advertisements.
- Sports complexes earn enormous sums for some institutions through the sponsorship of teams and the selling of merchandise.
- High schools have "student springs" to which family and friends are invited to purchase tickets. These events are very popular and raise a lot of money.

Some of these endeavors are major and others are more modest, but all meet the combined goals of <u>creating revenue for the institution</u>, <u>providing practical training</u> for students, <u>benefiting the community and building community relations</u>, and creating awareness and <u>improving the image</u> of the institution.

Incentive structure

Given the complexity, rigidity and inadequacy of government financial provisions for universities in Russia, quality improvement requires resources that are funded mainly from non-budgetary sources. The generation of such revenue needs to be a high priority, and the SSU leadership appears to recognize this. The Salzburg Team was therefore interested in what incentives are offered at SSU to stimulate off-budget revenue-generation by managers on campus who are in positions with potential to pursue such activities, especially (but not exclusively) the deans of certain "high-demand" Faculties. The Team learned that the approach assumes that everything is done and controlled by the central administration.

The 80/20 percent split between the central administration and the revenue-generating unit is virtually opposite to the one typically employed in western institutions, where revenue earned by a decentralized unit for something it has developed and done remains with that unit. Such revenue is "taxed" by the university to recover costs incurred centrally in the delivery of that project (such as various indirect administrative costs or "internal overhead," often about 30 percent of earned income). The Team believes that the latter "western" approach of a 30/70 distribution can stimulate far greater off-budget revenue because it provides a much stronger incentive for decentralized units to pursue such activities. This is true regardless of the institution's size, financial circumstances, or public-private status. Since the improvement of quality in Russian higher education is largely dependent on success in this arena, the Salzburg Team recommends that the SSU leadership seriously consider moving toward a more decentralized approach in this aspect of budgeting.

Recommendations:

- **Create an administrative budget that allocates expenditures in a decentralized manner (by administrative sub-unit) on an annual basis.**
- **Separate the operational and investment budgets so that the latter can be used to plan for a three to four year time horizon.**
- **Provide financial incentives for the Faculties to earn income that is largely (perhaps 70 percent) retained at the Faculty or department level for own use.**

II. Community Relations and Governance

All institutions exist in the context of a community. SSU was a closed institution in a closed society, and now it has defined outreach to the community as a strategic priority.

An alumnus of the institution who is also a member of the Alumni Association and a local employer reminded the VAP Team that twenty years ago SSU was adapted to the market and taught appropriate critical skills and critical thinking skills. Today, the government sector is probably no more than 10 percent of the market. The University can produce clerks for this shrinking market or it can produce people with a high level of skills needed for the private sector. There are not enough dynamic, creative thinkers, or people who view themselves as their own best resource. Particularly the classical institution has a huge advantage in producing such people, and it should make use of this advantage in better ways than at present. There are a number of ways in which SSU could open itself to the local, regional, and global communities for various purposes.

Recommendations:

- **Set up an office of fundraising to research the availability of funds and possible donor foundations in Russia and in other countries.**
- **Join consortia of universities to conduct jointly financed research.** For example, the European Union's 6th Framework Program for Research and Technological Development, soon to be the 7th Framework Program, is a major tool to support the creation of the European Research Area. See http://europa.eu.int/comm/research/fp6/index_en.html. There are a number of areas where Russian and other non-EU participation is encouraged, always in university consortia. See Attachment A for a schematic diagram of the programs and areas where institutions from non-EU countries may participate.
- **Join Russian efforts to research what the Bologna Process will mean for Russian higher education and to be part of the process that determines the proper Russian response to it.**

The International Board

SSU's goal for an external board is to have it view the institution from the outside, provide public recognition, and to be facilitative in strategic planning. SSU considered two ways of organizing a board—with representatives of the community, and with international representatives.

The second birth of SSU as a classical university in 1969 was an irritant to many existing institutions. A local board seemed to have little viability because of the absence of any culture of philanthropy or trusteeship in Soviet Russia, as well as the fact that almost all local industry in Soviet times was tied to the military-industrial complex. Also, the local and regional authorities are graduates of other institutions and some are cool toward SSU. The University began discussing the establishment of an outside board in 1994 as a way to open the institution to society. It tried to revisit the idea in 1999, but this was shortly after the ruble collapse, so SSU decided to create an international board to secure more assistance than from a local board. SSU received a grant from IREX to study governance in the USA. It established the international board in 2004, and the organization held its first meeting in Samara in October of 2004.

The two main challenges to the effective working of the board have proven to be communication and cultural differences. It has proved too difficult to communicate by technology, and SSU discovered that people need face-to-face contact. International and Russian members also focused on different aspects of the issues in defining the by-laws because they come from different systems and have different understandings.

There has also been much discussion of whether the board should be an advisory board in name and in function, or a board of trustees in name or in function. As public and social institutions may legally participate in the work of the Academic Council, the goal was to introduce outside participation into the Academic Council and to create a function of trusteeship as a long-term goal. However, there is no role for a board in anything but an advisory capacity at this time in Russian law and the board will never be able to govern or have a role of trusteeship in a state institution. For this reason, the Salzburg Team feels strongly that "board of trustees" is an inappropriate term to use in English. Nonetheless, the long-term goal is to create a board that not only views the institution from the outside but also has influence on the inside through a strategic planning process.

Data from Russia show that most boards have been solely dedicated to raising funds for the University. These boards have failed, with one or two exceptions, primarily because there is no culture of non-profit giving in Russia, and the board members were neither trained nor were they engaged in fundraising activities.

SSU is heroic in its attempt to create such an institution, but it needs to realize the enormity of the challenges. SSU deliberately avoided creating a board whose primary goal was finding new revenue sources. The solution of

developing an international board is creative, but it has not been able to function effectively. There are boards of various kinds in Europe, but an international board of this kind has not yet been effectively established. It is an attempt to bridge the North American and European realities. The pilot nature of this project makes it all the more critical to proceed with clarity and thoughtfulness. How can the International Board address SSU's needs? Who are the people who can be good mirrors of the outside to SSU and *vice versa*? SSU must think through clearly what the role of the board should be on an international level in creating <u>recognition</u> for SSU, in exchanging knowledge and <u>comparing</u> in one or several areas, in making certain programs or areas are <u>compatible</u> through common curricula or programs, and/or in creating a <u>common commitment</u> to joint projects. Each area is valuable, but each requires a different set of mechanisms, and may require different board members with distinct skill sets. SSU and the International Board members should be clear about what the expectations are.

Research in the United States shows that three areas threaten board effectiveness.
- The selection process of board members threatens the quality and stability of the board, so it is important to look at the way board members are selected to be sure to find high-quality, stable members.
- If allowed, board members develop specific areas of interest and begin to micro-manage them within the institution.
- Members disconnect themselves from the institution's strategic issues, so it is important to ensure that all board members remain committed to the board's mission and core values.

Effective and successful universities and companies all have successful boards, i.e., they are <u>high-level</u>, <u>collaborative</u> and <u>effective</u>. These factors are universal and not unique to any one culture. Effectiveness is enhanced by the following:
- Members need to be clear about their roles and responsibilities individually and collectively. The International Board's by-laws do this.
- Members need a basic understanding of the legal status of the institution in accordance with rules, constraints on autonomy and freedoms, and restrictions on decision-making.
- Members need a copy of the strategic plan, if there is one, or need otherwise to be clear on the institution's strategic goals and issues.
- Members need to know the institution's budget, how it is funded and how funds are distributed.

For each meeting of the board, SSU should identify three to four key strategic issues on which the University would like advice. This can happen in conversation with the board chair(s). Documents should be prepared that are similar in nature to the ones developed for the Salzburg Team—information on what the problem is and why it exists. Create an agenda, and then bring the members together with lots of time for discussion. Keep a record of the advice that is offered and refer to it periodically to see whether the recommendations have been implemented. If so, what has been the outcome; and if not, why not?

Although an International Board is a creative way to get around the difficulties the institution faces on the local and regional levels, an international board is not a substitute for regional support. SSU will need to continue to work on strengthening its ties to the region.

Recommendations:

- **Drop the word "trustee," which in English implies a form of ownership and control that is not permitted in Russian law for state institutions. Instead, the institution should be called the "International Board."**
- **Identify the major strategic issues facing the institution through the planning process.**
- **Reconfigure the membership by having all current members tender their resignation, or dissolve the Board using the need to comply with the Bologna Agreement as a reason.** The board should then be reconfigured with persons who can provide <u>knowledge</u> and <u>support</u> on what appear to be the most pressing international tasks,
    - o Euro-compatibility with the Bologna Process by 2007,
    - o opportunities for forming consortia of institutions for regional as well as Bologna concerns, and
    - o putting financial issues back near the top of the strategic list, as the financial picture may be worsening in the near future given new government financing proposals.

    One would think that European board members would be better at addressing the first two issues, while North American members would likely have more experience in the fundraising category.

- **The board must meet face to face in Samara at least once a year, and this expectation must be made clear to potential board members.**
- **Consider getting influential and important people on the community, national, and international levels to lend their names as honorary board members. Use of their name would likely be their only contribution.**
- **SSU must make clear the financial terms of participation. It should demonstrate its commitment by setting aside a small amount of money to pay for travel, hotel and other arrangements for board members to come to Samara once a year. If this is not to be the case, it should be made clear to potential members that they are expected to pay their own way.**

Alumni Association

The Salzburg Team was delighted to learn that SSU leaders took the initial steps early this year to establish an Alumni Association comprised of those who have applied for membership in it (so far about 200 of the University's approximately 30,000 graduates). The Team is also pleased that the Association views its role as an integral component of SSU's enlightened

approach to community relations rather than as a vehicle for generating financial contributions. There are so many ways in which an Alumni Association can support the operation and advancement of a university, including assistance with student recruitment, institutional "marketing," job placement of graduates and student internships for the practical components of their educational programs, community inputs to strategic planning and curricular design, advocacy on behalf of the University with those whose support it needs (financial, political, or other), partnerships for research and commercialization activities, mentorship of current students, and involvement in teaching courses where there is relevant expertise, as well as other voluntary participation in university offerings and services. Through such activities, the Alumni Association will be integral to and embedded in SSU's community relations efforts as a whole, which the Team finds both unique and commendable in the Russian context.

In order to realize the full potential of this enlightened approach, thought must be given to certain conditions, especially prominent support for the Alumni Association by the University's leadership. The Team was pleased to see evidence of this already, such as the decision to establish the Association and the Rector's personal commitment to it as its founding President. The Team would anticipate that the Rector's role will eventually shift to Honorary President in support of a President elected by members of the Association. Success will also require some investment from the University to ensure that the Association has a decent chance of surviving until it has developed the financial capacity to support its own operations. SSU cannot afford to have such a visible and important initiative fail because that would jeopardize the credibility of the entire institution. In this regard, the Team was happy to learn of the incentives the University plans to offer alumni to encourage participation in the Association's activities, including various discounts and other privileges in accessing university services, programs, and resources in the cultural, social, athletic, and other domains. In the academic and professional domains, the Salzburg Team would remind its colleagues that no candidate for admission or university employment should be favored over a *better-qualified* applicant by virtue of being, or being related to, an alumni member.

While many operational issues remain to be resolved concerning the Alumni Association (e.g., its range of programs and services, its degree of autonomy from the central administration, its membership fee structure, if any, and other financial matters), the Team is confident that these are being given the consideration they require and that they will be resolved satisfactorily as the organization evolves. Crucial to this maturation process, of course, will be the development of an adequate information base. The University will need to discover everything it can about its graduates in order to engage them wisely and productively in the life of the institution—their names and contact information; what they studied and what they are now doing; their financial circumstances and capacity for supporting SSU; the other causes that they have supported; the number, ages and interests of their children; the influential people (politically, financially, and otherwise) whom they know and to whom they are related; and various other data of relevance to the

Association's main purposes. Clearly, the development of a truly effective Alumni Association is a long-term proposition, and the Salzburg Team believes that SSU has started very effectively, both conceptually and operationally.

Recommendations:

- **Create a complete data base of alumni as described above.**
- **The University should allocate some funding to the support of this endeavor.**

III. Education Administration and Quality Management

SSU indicated to the Salzburg Team that it wanted to enlarge the discussion to include the management of the educational process as a whole. Indeed, important changes have occurred in recent years in programmatic emphasis and in administrative support structures. The Soviet classical university focused on scientific knowledge and academic training in specific disciplines. The post-Soviet institution has had to shift to the professional education of graduates, focusing on their employability. The ability to enter the production process and socialization in a market economy have become key competencies for students, which means the University needs to develop practical work and internships in firms and offices outside of the University, i.e., strong links with the community.

Apart from the shift in educational content, there was also a shift in administrative support. In former days, a single unit catered to the educational process, controlling it, organizing professors' teaching schedules and workload, and publicizing academic results. These functions have now been divided among different departments. The question of quality, in particular, has been entrusted by SSU to a special department that not only monitors qualitative changes but also trains education management specialists. Another unit takes care of student statistics. Coordination at the institutional level is ensured by the Vice Rector in charge of educational affairs.

Under the general rubric of quality management, the Team was asked to consider three subjects of particular interest to the SSU leadership: credit systems, information technology, and student evaluation of teaching, each of which is discussed below. During the Team's deliberations, it became clear that SSU recognizes the importance of managing the University in a manner that emphasizes high quality in all of its endeavors, especially in its educational function. The Salzburg Team commends this determination and believes it might be important to observe that the contexts from which Team Members come embrace two rather different orientations toward quality management in higher education. One approach is common in North America, especially the United States, and emphasizes *quality assurance*, which reflects an interest primarily in ensuring that all of a university's programs meet at least a basic standard of quality deemed necessary for "consumer protection," and typically employs accreditation reviews on a periodic basis to

enforce adherence to this standard. The other orientation, common in Europe, especially western Europe, emphasizes *quality improvement*, which reflects an interest primarily in determining how the quality of a university's programs can be improved on a continuing basis, and necessarily relies on the development of a "quality culture" throughout the institution. The first features a "guarantee the floor" mentality, and the second entails a "raise the ceiling" attitude.

Realistically, both approaches operate on both sides of the Atlantic but one tends to be dominant in America and the other in Europe. Thus, potential "benchmarking" partners can be found for either inclination, and we urge SSU to seek out some suitable ones. The University should first decide which of the above two orientations will dominate its approach to quality considerations because the choice made will influence the operational approaches to quality management and will affect how quality is assessed in each of the three domains discussed below.

Academic credits and international mobility

The Russian educational process is constrained by structures that make innovation rather difficult, such as the national education standards that define the content of teaching if the degree is to be considered valid. Some 30 percent of the courses, however, can have a regional base so that SSU can adapt its offerings to local characteristics, or make its courses distinctive in comparison with its academic competitor institutions in the Samara region. Moreover, the University can offer supplementary training to make higher education more relevant to specific needs.

Mobility is not perceived as a key element of the educational process at SSU. Mobility is seen mainly as the flexibility to allow students or staff to move from one sector or department of the University to another, i.e., internal mobility within the institution. Even if, or because, Samara was cut off from the rest of the world for so long, it seems that national and international mobility, expressed by students, faculty and administrators going to other universities to experience and compare other forms of academic development, should be at the core of the process of opening the institution to society. SSU needs benchmarks. Other academic institutions in the Russian Federation or in various parts of the globe should provide reference points to measure the relevance of content, methodology and pedagogy at SSU. As only ten of SSU's 13,000 students come from abroad, a major effort needs to be made to focus on international linkages in particular. For the Salzburg Team, this is an unfortunate situation considering the 2007 deadline that the Ministry has fixed for adopting the Bologna rules in all Russian universities. Can SSU make a major effort to be at the forefront of the process? If so, it will need to:

   a) **Invest in building links** with other institutions that can help it receive and send students or exchange staff in a structured manner so that the institution as a whole benefits from the experience of individual members. This process means enlarging the existing office or creating a special unit for student mobility that would support outgoing and

incoming students with grants, language training, lodging, etc. In most European universities, there are ERASMUS offices that address these issues, and it would be important for SSU to get in touch with people in other institutions with similar duties. One way would be to support the participation of SSU administrators and staff in the activities of the European Association for International Education (EAIA), an association of several thousand international exchange officers from all European countries that supports members with specific courses and staff development in these fields.

b) **Support students** leaving Russia so that they do not lose any time when they come back because of their foreign experience, as is required under the Bologna process. Students should also be supported in helping to influence the updating of curricula at SSU to incorporate aspects of the European or international dimension of teaching and learning, thus influencing the study structure of the many students who cannot or do not travel abroad.

c) **Reflect on the course structure**, encouraging the development of a two-tier structure based on a 3- or 4-year bachelor's followed by a 2-year master's degree. As the bachelor's degree should hold some market value, it would be important to encourage the professional dimension of the early courses--not necessarily in terms of skills but in terms of the capacity to understand and solve problems, to work in teams and to be socially conversant. This shift is huge for the professors who will be asked to refocus their activities on student needs rather than on their disciplinary strong points. Moving from a teacher-centered to a student-centered institution is no easy challenge. The methodological department should become a resource center for the change of curricular patterns, offering training and support for the new organization of courses. SSU would be wise to move to the forefront in this field if it is to reinforce its prestige, not only in Samara but also in Russia, and perhaps in the European Higher Education Area, which should be perceived as its normal playing field--at least after 2010. It is now time to innovate before it is too late.

d) **Propose staff development** activities that bring university members—including students—into thematic groups ready to discuss and test new ideas about curricular changes, with the support of the groups in Russia that are promoting the Bologna Process, for instance.

Information technology

SSU's educational programs have evolved based on the Austrian/German system as well as historically unique ways of Russia. Traditionally, the state has defined the problems in society and then determined how the universities will respond. For example, Moscow State University has traditionally served as a methodological center for Russian universities by preparing curricula for different courses and creating a country-wide body of common approaches to teaching and content. Although SSU has an excellent reputation, a long

history, and important regional outreach, it must nonetheless begin to self-determine what quality education means and to consider how best to use and integrate technology more effectively in the delivery of education.

SSU's Quality Assurance Department is tasked with improving effective teaching by introducing computers and electronic textbooks. The Quality Assurance department exists for the following reasons:
- To see that SSU meets state accreditation standards
- To make certain the University meets student demand for quality
- To meet the requirements for quality expected by employers.

VAP Team members mentioned they were impressed with what SSU has accomplished in incorporating information technology (IT) in so many areas of the University. These include:
- Students learn how to employ IT in their specific fields of study
- Students have access to IT courses
- An electronic student newspaper has been created
- The Quality Assurance Department organizes and hosts international IT conferences
- SSU offers IT courses as continuing education for local K-12 teachers

SSU wanted information on how IT, particularly multimedia, is used in courses in other countries. Another question was how IT can be better used to assure quality of education, all the while keeping in mind that the use of IT in teaching is only one aspect of quality assurance at SSU.

SSU sees educational quality as key to the institution's success. Quality management is more important than ever in Russia in order to stop the deterioration of education and enhance learning outcomes and institutional competitiveness. SSU sees the following as priorities:
- Use of the Marketing Department to gather information about programs
- Determination of what specialties will be needed in the future
- Being an institution whose course credits are accepted elsewhere

In many instances, the definition of quality is externally driven. SSU must provide what the market demands, and, in some areas, the costs can be extraordinary. All institutions in all countries are grappling with this dilemma. Research and experience have shown that a number of factors affect planning for the use of IT in the curriculum. First, research has shown that about 35 percent of students leave because of frustration with the technology. Having a "help desk" with persons available around the clock to answer questions and trouble-shoot is critical to effective student and faculty support. Second, an institution needs to determine where on the continuum of technology it wants to be. If the technology capabilities exceed that of required use, it may not be cost-effective if the majority of the users do not know how to or will not use the technology. Champlain College, for instance, has deliberately adopted low- to middle level technology capabilities in its distance education programs to encourage as many users as possible.

One of the challenges expressed by SSU representatives was getting faculty to more readily adopt the use of IT in their course work. The difficulty of persuading faculty to use technology is a challenge to all institutions. Some people love technology, and some do not. Most, however, are in the middle. Spending a lot of time with faculty members and being available at any time to help and assist is critical to faculty members' adopting the use of IT in the classroom.

Recommendations:

- **Make sure faculty training opportunities exist and are frequently offered at convenient times.**
- **Provide up-to-date equipment to help professors use IT in the classroom most effectively.**
- **Provide opportunities for adopting IT into classroom teaching.**
- **Create an incentive system to reward faculty.** The opportunities may be limited in Russia but incentives like recognition, small travel grants and other perquisites can, nonetheless, be created.
- **Insist that computers are to be used to support quality teaching, not as a means for replacing teachers.**
- **There is a reason SSU has been chosen as one of seven institutions to lead the way in the use of IT in Russia. Consider ways in which SSU can use IT to have a positive impact on the Samara region.**

Europe has developed the Galileo system similar to North America's GPS system. The Galileo system is open to all countries from Europe to China. If SSU is interested in participating in its development based on the Samara expertise in space studies, there may be grant money available to help fund integrating this type of activity into teaching at SSU. It was mentioned that SSU is already participating in the process. For more detail, go to http://europa.eu.int/comm/dgs/energy_transport/galileo/index_en.htm or http://europa.eu.int/comm/dgs/energy_transport/galileo/international/index_en.htm (Russian summary).

Student evaluation of teaching

One common approach to the assessment of educational quality is to engage students in evaluating teaching. The Salzburg Team was interested to learn that such a system, employing a questionnaire survey for students to assess the instructional performance of teachers who were undergoing 5-year reviews for reappointment, had been employed at SSU during the late 1980's and early 1990's because it was then a Ministry requirement. When that requirement was removed in the mid-1990's and the Ministry shifted to the unified and standardized evaluation of *student* performance, this practice was stopped. However, the university now wishes to re-introduce a system for student evaluation of teaching as a component of its own quality management program. The Team was asked for opinions and advice on this intention based on our own experiences, so we offer the following comments, many of which our SSU colleagues have already fully considered.

First, evaluation of teaching must be recognized as only one of several approaches in obtaining a reasonable assessment of a faculty member's instructional performance. Others include supervisory appraisals, peer visitations, teaching dossiers, etc. Second, student evaluation of teaching is a useful but insufficient means for arriving at judgments in this regard. Student teaching evaluation can serve two purposes. It can be used to assist in managerial decision-making about an individual professor's career progress or compensation (supplemented by other data, as stressed above). It may also highlight opportunities for individual professional development by providing a professor with information about his/her perceived strengths and weaknesses in teaching and, thus, how he or she may be able to improve performance. The former purpose can only be achieved if there is a compatible reward system, and the latter purpose (for which student evaluation of teaching is most useful) requires the existence of a support system of programs and services through which professors can be helped to improve performance. Third, every effort should be made to engage both student and faculty representatives in designing the procedures and instruments to be employed in student evaluation of teaching. The more committed these constituencies are to the program, the greater its likelihood of success, and the better their involvement in designing the program, the stronger their commitment to it is likely to be.

There are numerous operational and methodological issues that must be sorted out before launching a program for student evaluation of teaching. These include such matters as how frequently it will be conducted; which teachers it will cover; whether it will be optional or mandatory, both for students and for teachers; the extent of confidentiality provided for both students and teachers; the timing of its implementation—during or after the teaching to be evaluated, and before or after students' grades have been determined for the course; the format in which the results will be reported—verbatim, aggregated or comparative; to whom the resulting data will be reported and how; the availability of information-processing technology to enable this process; and the clarity with which students and faculty understand its purpose and nature.

There are also matters of mentality that must be anticipated. For example, students may not be interested in contributing to the quality of their own instruction in such a fashion, teachers may not believe students are competent to comment on the quality of their instructional performance, or the societal stature of university teaching may be insufficiently high to allow meaningful sanctions against unsatisfactory instructional performance. All such concerns must be dealt with in the process of developing a system for student evaluation of teaching, and before implementing it.

The Salzburg VAP Team believes that the Academic Affairs officers at SSU are giving these issues the attention they deserve. The approach toward which SSU is inclined is similar to that which has been operating for several years at Carleton University in Ottawa, Canada. Consequently, the Team was asked for more specific information about that program. A copy of the

questionnaire instrument employed at Carleton for this purpose is appended as Attachment B.

At the end of each course at Carleton, the teacher asks a student to distribute (after the teacher has left the classroom) the form to all students, who complete it voluntarily on a confidential basis and return it to the student distributor who then takes the responses to the departmental head office. The forms from all classes in the department are then forwarded to the dean's office where they are machine-read and the scores on each question are calculated and then aggregated for each department and for the Faculty as a whole. Total scores for each course are computed and listed in rank order, and these rankings are provided to departmental, faculty, and university administrators for consideration in conjunction with other indicators of teaching effectiveness. After the students' grades for a course are "finalized," all the evaluation forms from that class are delivered to the teacher, along with a summary sheet indicating that instructor's ranking on each question (at both the departmental and faculty levels) by underlining the scores from his or her class without any other designation of which scores relate to which other classes or instructors. Teachers with low ranking are encouraged to seek assistance in their areas of weakness from the University's Teaching and Learning Resource Center. Such a system should be adaptable to the SSU context should the Faculties be interested in doing so.

Conclusion

Samara State University has demonstrated the capacity to reinvent itself throughout its history. Having survived the transition from Soviet to post-Soviet higher education, it has now moved from survival toward sustainable long-term development. All Russian universities will soon be facing new fiscal and market challenges, and those that will prosper will do so because they meet the needs of their students, employers, and society at large.

The Salzburg VAP Team was impressed by the creativity and vigor that shape SSU's current plans and programs. SSU has undertaken several important initiatives intended to open itself to the world. These steps are essential but must be embedded in a university-wide culture of change in order to be successful. We look forward to SSU's strategic planning process as the first step. If the planning process and planning outcomes are to help empower staff and students to design their own future, the effort will require more infrastructural, fiscal, and personnel support than at present. The result will be a student-centered university that is deeply embedded in the fabric of the city and the region, with vital links to other Russian and international institutions and organizations.

Visiting Advisors:

Gail STEVENSON, USA (Team Leader) Gail Stevenson is director of international programs at Champlain College in Burlington, Vermont, USA. From 1997 to 1998, she served as vice president of the Geonomics Institute at Middlebury College, Vermont, and from 1996 to 1997 as director of the American Collegiate Consortium. Dr. Stevenson was the Consortium's deputy director from 1993 to 1994, and the resident director in Moscow from 1992 to 1994. She has served as a consultant to The World Bank and other donor agencies for ten years in the fields of education and employment, social sector development, and labor market analysis. Dr. Stevenson has a B.A. in Russian from Middlebury College; an M.A. in geography and regional planning from the University of Oslo, Norway; and a Ph.D. in economics from the American University, Washington, DC. She served as a consultant to the Salzburg Seminar's University Project and participated in many of its symposia.	
Andris BARBLAN, Switzerland Andris Barblan was secretary general of the European University Association (EUA, based in Geneva, Switzerland)-the successor of the Association of European Universities (CRE)-from 1976 to 2002. He continues to work with EUA on the questions of quality assessment but also acts as a consultant for the Politecnico di Torino in their effort to develop a network of cities betting on knowledge as the basis for their future regional activities. His main activities, however, are currently linked to the Magna Charta Observatory on Fundamental University Values and Rights, an institution co-sponsored by EUA and the University of Bologna, Italy, to monitor institutional autonomy and academic freedom as tools of university responsibility in social development. Dr. Barblan holds a Ph.D. in political science from the University of Geneva. He served on the Advisory Committee of the Salzburg Seminar's Universities Project and participated in many of its symposia. Dr. Barblan has also participated in several consultant visits of the Salzburg Seminar's Visiting Advisors Program teams to Central and East Europe and the Russian Federation.	

Robin H. FARQUHAR, Canada

Robin Farquhar is professor emeritus of public policy and administration at Carleton University in Ottawa, where he served as president from 1989 to 1996. He was president of The University of Winnipeg from 1981 to 1989, and has chaired the Canadian Bureau for International Education. Dr. Farquhar is former president of both the Canadian Society for the Study of Education and the Commonwealth Council for Educational Administration. He holds membership in the Quality Assurance Pool of the European University Association's Institutional Evaluation Programme. Dr. Farquhar received B.A. (honors) and M.A. degrees in English from the University of British Columbia and a Ph.D. in education administration from the University of Chicago. He served on the Advisory Committee of the Salzburg Seminar's Universities Project and participated in many of its symposia. Dr. Farquhar has also participated in several of the Salzburg Seminar's Russian Higher Education Project symposia and several consultant visits of the Salzburg Seminar's Visiting Advisors Program teams to Central and East Europe and the Russian Federation.

Leta FINCH, USA

Leta Finch is president and chief operating officer at Champlain Captive Insurance Management, Inc. in Burlington, Vermont, USA. She served as a senior vice president with Marsh USA Inc. in their higher education practice and as chair of the Practice's Innovation Council. Ms. Finch is the former director of the Institute for Financial Services at Champlain College and the director of risk management at the University of Vermont. She serves on the board of directors of six captive insurance companies, is a member of the Board of Trustees for Champlain College, where she serves on the board's Executive Committee, and she is the founder and president of the Foundation for Higher Education in Central Asia. Ms. Finch also served as a founding board member of United Educators Risk Retention Group and she has served as a member of the Board of Trustees of the American University in Central Asia. Ms. Finch has a B.A. from the University of Hawaii and an M.A. in public administration from the University of Vermont.

Helene KAMENSKY, Austria

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

Schedule:

Time	Topic
Friday, April 15	
5:30	Team arrives at the airport
13:00 – 14:00	Lunch
14.00 – 15.00	Meeting with the Rector, presentation of the program.
17.00-18.00	Free Time
19.00	Welcome Dinner
Saturday, April 16	
09:00 – 10:30	**Working Group 3:** *Strategic Planning / Strategic Planning Process*; Chair: G. Yarovoy
10:30 – 11:00	Coffee break
11:00 – 12:30	**Working Group 2:** *Community Relations / Board of Trustees*; Chair: P. Kabytov
12:30 – 13:30	Lunch
14:00 – 15:30	**Working Group 2:** *Community Relations / Board of Trustees*; Chair: P. Kabytov
15:30 – 16:00	Coffee break
16:00 – 17:30	**Working Group 2:** *Community Relations / Alumni Association*; Chair: P. Kabytov
17:30 – 18:30	Team Debriefing Meeting
19:00	Dinner, Cultural Program - *optional (The Chorus of Turetsky, Philharmonic Society)*
Sunday, April 17	
11.00 – 13.00	Sightseeing (The Volga and Zhiguli Mountains, "Helipad")
13.00 – 14.00	Lunch
14.00 – 17.00	Sightseeing (Tour of Samara and Museums)
19.00	Dinner, Cultural Program - *optional* ("Student Spring")
Monday, April 18	
09:00 – 10:30	**Working Group 3:** *Strategic Planning / Market Research*; Chair: G. Yarovoy
10:30 – 11:00	Coffee break
11:00 – 12:30	**Working Group 1:** *Administration of Education / Technologies in Education*; Chair: Y. Rodichev
12:30 – 13:30	Lunch
14:00 – 15:30	**Working Group 1:** *Administration of Education / System of Aacademic Credits and Transfer*; Chair: V. Garkin
15:30 – 16:00	Coffee break
16:00 – 17:30	**Working Group 1:** *Administration of Education / Student Evaluations of Faculty*; Chair: V. Garkin
17:30 – 18:30	Team Debriefing Meeting
Tuesday, April 19	
09:00 – 10:30	**Working Group 3:** *Strategic Planning / Revenue Planning*; Chair: G. Yarovoy
10:30 – 11:00	Coffee break
11.00 – 12.30	Team meets to prepare a preliminary report to the Rector
12:30 – 13:30	Lunch
14:00 – 15:30	Presentation of the Oral Report to the Rector and the University Team
15:30 – 16:30	Press Conference
16:30 – 19:00	Free Time
19:00	Farewell Dinner

THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR

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

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

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

THE VISITING ADVISORS PROGRAM (VAP)

The Salzburg Seminar launched this enhanced aspect of the Universities Project in the autumn of 1998. Under the VAP, teams of university presidents and higher education experts visit universities in Central and East Europe and Russia at the host institutions' request to assist in the process of institutional self-assessment and change. To date, seventy-one visits have been held at universities in Central and East Europe and in Russia. The addition of the Visiting Advisors Program brought to the Universities Project an applied aspect and served to enhance institutional and personal relationships begun in Salzburg.

THE RUSSIAN HIGHER EDUCATION PROGRAM (RHEP)

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

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

FOR MORE INFORMATION

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

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Salzburg Seminar website: **www.salzburgseminar.org**

Attachment A:

EU 6th Framework Program: Structure & Contents (B€ 17,5)

Focusing and Integrating Community Research

Thematic Priorities (with 3rd country participation)

- Life sciences, Genomics & Biotechnology for Health
- Information Society Technologies
- Nanotechnologies & -sciences, Knowledge-Based Multifunctional Materials, New Production Processes and Devices
- Aeronautics and Space
- Food Quality and Safety
- Sustainable Development, Global Change and Ecosystems
- Citizens & Governance in a Knowledge Society

Specific Activities

- Activities in support of EU policies
- Research responding to new and emerging scientific and emerging S&T needs (NEST)
- Horizontal Research activities involving SMEs
- Support of international cooperation (INCO)
  - w/specific support for Russia
- Joint Research Centre (JRC) - non-nuclear activities

Structuring the European Research Area (ERA)

- Research and Innovation
- Human resources and Mobility
- Research Infrastructures
- Science and Society

Strengthening the Foundations of the ERA

- Coordination of national and EU research activities
- Coherent development of res. & innovation policies

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Attachment B:

EXHIBIT IV

Arts and Social Sciences
Teaching Evaluation Questionnaire
(Approved by JCAA)

The purpose of this questionnaire is to provide information that will both help in the evaluation of the instructor and help the instructor improve the course.

General Information

Please do not write your name on this sheet

Course Number:

Instructor's Name:

Please list the following information: (Please print using block, capital letters.)

a) Your Faculty:

b) Your major subject:

c) Your average grade at Carleton so far: (Shade in the appropriate bubble.)
   ○ "A"   ○ "B"   ○ "C"   ○ "D"   ○ "F"

d) Percentage of classes you attended in this course   (Shade in the appropriate bubble.)
   ○ 0% - 25%   ○ 26% - 50%   ○ 51% 75%   ○ 76% - 100%

Please answer all of the following questions, by shading in the appropriate bubble. (N/A = Not Applicable)

A. How do you assess your instructor's performance:

		Poor		Excellent			N/A
		1	2	3	4	5	9
1.	in making clear the objectives of the course?	○	○	○	○	○	○
2.	in organizing the course so as to meet the objectives?	○	○	○	○	○	○
3.	in imparting the course materials in his/her role as lecturer/seminar leader/tutorial leader/workshop leader/language instructor?	○	○	○	○	○	○
4.	in answering questions and/or solving problems related to the course material?	○	○	○	○	○	○
5.	in assigning readings, essays, seminar topics, etc., which are relevant to the course?	○	○	○	○	○	○
6.	in assigning a workload related to the course objectives?	○	○	○	○	○	○
7.	in marking and commenting on assignments and tests fairly?	○	○	○	○	○	○
8.	in returning tests and assignments promptly?	○	○	○	○	○	○
9.	in being available for out-of-class consultation?	○	○	○	○	○	○
10.	in speaking audibly and clearly?	○	○	○	○	○	○
11.	in beginning and ending classes promptly?	○	○	○	○	○	○
12.	in meeting classes regularly as scheduled, and in missing or cancelling classes only for adequate reasons?	○	○	○	○	○	○

B. How do you evaluate the instructor?   ○ ○ ○ ○ ○ ○

PLEASE WRITE COMMENTS ON REVERSE SIDE

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