

REPORT on
Novgorod State University
Novgorod the Great, Russian Federation
May 10–15, 2005

SALZBURG SEMINAR

RUSSIAN HIGHER EDUCATION PROGRAM
VISITING ADVISORS PROGRAM



SALZBURG SEMINAR

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

Summary Report of the Follow-Up Visit to the Novgorod State University, Novgorod the Great, Russian Federation May 10-15, 2005

Team Members:

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Introduction

In Mid-May of 2005, a team from the Salzburg Seminar visited Novgorod State University (hereafter referred to as NovSU) under the Visiting Advisor Program (VAP) to engage in discussions and make further recommendations as a sequel to the earlier VAP visit five years earlier. The Visiting Team was again led by C. Peter Magrath, President of the National Association of State Universities and Land-Grant Colleges, and included another veteran of the first visit, David L. Warren, President of the National Association of Independent Colleges and Universities. They were joined by Linda Beijlsmit, Director of Bureau CROSS, part of EVD, the Governmental Agency for International Business and Cooperation of the Ministry of Economic Affairs of the Netherlands, Ian Brown, Program Associate for the Salzburg Seminar, and Michael Anthony White, Director of the Chartered Institute of Management Accountants from Ireland.

Excellent arrangements and the opportunity for open and candid discussions were made possible through the leadership of the NovSU President Anatoly Gavrikov, ably assisted by the Vice Rector for Foreign Relations, Valery Zelenin. The visit was to assess progress in implementing key recommendations from the 2000 VAP Report, and to take account of changed circumstances in the Russian Federation and how these are impacting the further development of NovSU.

The report and conclusions of the VAP Team include a general overview and set of comments and suggestions. It is followed by three sections dealing with

*This visit of the Visiting Advisors Program has been made possible
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the ideas and recommendations that emerged from the Team's discussions with three working groups of the University which addressed three topics: academic structure and governance, student needs and quality management, and the University in the emerging civil society.

General Overview and Conclusions

The University, formally known as Yaroslav-the-Wise Novgorod State University, was formed in 1993 as a comprehensive university that merged existing educational enterprises consisting of the previously independent Novgorod Polytechnic and Novgorod Pedagogical Institutes, as well as Novgorod Agricultural Academy. Despite significant changes in the educational circumstances in the Russian Federation, which are commented on below, the VAP Team believes that the fundamental direction and recommendations of the 2000 VAP Report remain valid. We urge the leadership of NovSU to revisit and continue the implementation of these recommendations. We also suggest that the key directions and recommendations of the 2000 report be circulated as an appendix to this report.

The VAP Team strongly applauds the president and his leadership team for good work under the difficult financial and political circumstances confronting higher education in the Russian Federation. Indeed, we hope that they can stay in these vital roles for a number of years to come, and then be succeeded by leaders—who like them—have a focused vision of the role of NovSU, and are willing to take prudent risks. In short, we believe that the future of NovSU depends on men and women who as leaders have a vision for the future that, while building on a rich history, are open to the possibilities that are in part reflected in the Bologna Process.

We are convinced that the leadership question, as well as strengthening the quality and development of managers at all levels of the University, is important for all universities. But we believe this is especially true in the Russian Federation and for a significant regional university such as NovSU, in view of the uncertain circumstances for higher education in this vast and major country. We refer specifically to the changed directions and organizational arrangements that occurred in 2003 in the Russian Federation. The previous financial plans for increased support for the Russian Universities—the plan was to significantly increase investments in higher education on an annual basis—and a structure of organization under a Ministry of Education were set aside. Since the merger of this ministry with the Ministry of Science and Technology leading to the establishment of the Ministry of Education and Science, higher education is now placed under the direction of this new ministry which is now developing a new set of plans and directions.

In the face of these unsettling and still somewhat uncertain changes by the federal government, we applaud the continuing commitment of NovSU to strive for as much access as possible for students in the Novgorod region,

and its commitment to high quality in its work of educating students, undertaking research, and providing educational services to its region. We recognize the difficult financial challenges facing NovSU; its revenue stream depends on federal support for the excellent students who come with, in effect, scholarships that provide income, coupled with the great importance of non-scholarship or paying students. In addition, there is revenue generated by entrepreneurial relationships with business and industry in the Novgorod region and internationally.

It appears to us that the revenue stream in 2005 is generally similar to what it was five years ago: it was inadequate then, and it is inadequate now. We urge the NovSU leadership to continue its emphasis on entrepreneurial efforts and to attracting additional income from paying students. We suggested then, and repeat now (even as we recognize that current Russian law and regulations make this difficult), the development of a collaborative program of student loans from regional banks that might make it possible for a larger number of students to borrow so that they can attend the University and reap the economic benefits of a good education. And candidly, we note with dismay that in many respects laws and regulations in the Russian Federation act as disincentives for a university such as NovSU to generate income through its own entrepreneurial efforts; the requirement that funds generated through these efforts be subject to taxation strikes us as poor public policy. We firmly believe that universities such as NovSU are critical engines for the development and strengthening of the economy and society of Russia and provide an unequivocally public purpose of great value. As noted during the Team's visit, universities in the United States and Ireland are simply not taxed. In Ireland, for example, universities are regarded, for taxation purposes, as charities; and, in certain circumstances specified in financial legislation, donations to universities are tax deductible for the donor. We suggest that the leaders of NovSU, perhaps assisted by its board of trustees, continue to press for sensible changes with regard to these regulations in every available forum.

In 2000, because of the financial challenges that troubled NovSU, we urged that there be as much administrative efficiency and consolidation as possible. The idea is to better integrate the managerial functions—which after all exist to serve educational needs—and to thereby also cut expenses freeing up revenue for educational programs. Such efforts are necessary in all European and U.S. universities with which we are familiar. We recognize how difficult this is in any university, and we applaud the progress that has been made since 2000. But we urge that efforts to promote administrative efficiency and consolidation remain an emphasis, and further suggest that it can be greatly assisted by a relentless attention to practices of quality management and strong leadership.

We are also pleased that NovSU has moved in the direction of seeking a vertical integration of educational programs for its students so that the natural tendency typical of universities, in which they are excessively compartmentalized into separate and too often non-communicating islands, is diminished. The vertical integration of educational programs for a large and

complex university such as NovSU is congruent with the continuing need to push for administrative efficiency, consolidations where ever possible, and quality management.

On the matter of quality in the management and administration of NovSU, we suggest that the University examine its practices and then compare them with examples of best practices from other universities in the Russian Federation and, of course, Europe and the United States. We urge that NovSU seek resources for staff development programs, and that it develop and nurture programs to identify potential leaders for its institutes, its major educational programs, and of the total, overall University.

Similarly, NovSU must continue to develop and thrive in an exceedingly complex environment for higher education, both within the Russian Federation and in the wider world of which Russia is a major partner. This changing environment, which incidentally also affects American universities, is extraordinarily evident in Europe where the Bologna Process is clearly moving forward. The two-degree structure and other educational changes being implemented throughout Europe are intended to harmonize and coordinate higher education in a world in which economic integration is a fact of life. This strikes us as a great opportunity for universities in the Russian Federation. Of course, the Bologna Process involves changes in how some educational programs are structured and delivered—and change is always unsettling.

Change is essential for the strength and well being of universities, not just in Europe, but also in the Russian Federation. This is particularly germane for a university such as NovSU, located in northwestern Russia, and rich in history and century-long connections and involvements with Europe. Moreover, it is clear that one of the driving forces behind the Bologna Process in Europe is a conviction by its ministers of education that economic and social development will not occur without strong educational systems—including strong universities.

Because we believe that the developments associated with the Bologna Process are so important to NovSU's future, we recommend that the University appoint a high-level team to monitor and work on its implementation. Moreover, this team should be chaired by a vice rector who would have responsibility for NovSU's engagement with—and someday full participation in—the Bologna Process reforms.

In addition to creating a team to deal with changes brought about by the Bologna Process within the University, the Team finds it necessary that additional effort be made to communicate to the Ministry that the implementation of the Bologna Process is highly dependent on a major devolution of responsibility to individual universities. The experience of the members of the Visiting Team is that university education and the knowledge societies in which they function are too complex and too sophisticated to be amenable to detailed direction and control of the type currently practiced in the centralized bureaucracies in the Russian Federation. This, of course, will mean changes in the traditional way in which the Russian state does business

with universities, and because of this, some of the pressure for change must come from the universities.

This leads to one of our major concerns about the future status of NovSU as a major regional—but also national—university within the Russian Federation. At the present time, the new Ministry of Education and Science is considering the reorganization of Russian universities into various categories or tiers, including the possible creation of an exclusive category of selective national universities that would receive preferential funding from the central government of the Russian Federation. We believe that a country as diverse and strong as Russia can—and should—make an investment in higher education that would allow more than just a handful of national universities. Whatever the precise number is, Russia should be in a position to invest in at least 50 to 60 major research-intensive universities. NovSU, located in a vibrant region of Russia, should be in this category, all the more because of its demonstrated strengths, its ability to strengthen the economy of its region, and its existing involvements with universities both in Europe and the United States—involvements that, in effect, are investments that will benefit the economy and society both of the Novgorod region and Russia.

We recognize that the primary mission of NovSU is the education of its students through a variety of programs, including significant professional programs, but this mission also must include research, both basic and applied, as a key university objective. This requires that priorities be set and that a limited number of areas building on existing strengths and potentials continue to be emphasized.

Because research must be one of the pillars of NovSU's future, we suggest that focused attention—perhaps, as with our Bologna Process recommendation—be given to the quality and relevance of the University's research work. We, therefore, recommend that a coordinated university-wide SWOT-type analysis be done to evaluate research, and that responsibility for this project be assigned to a vice rector.

Equally significant is the international emphasis and ties of NovSU. We are encouraged by its international commitment and note that the leading universities of the world in the years just ahead will be those that are internationally engaged and linked with collaborative educational enterprises around the world. It is for this reason that we believe that an emphasis on a number of limited but significant research areas and the participation in the Bologna Process represent the future for NovSU. And, in these endeavors, the focus must always be on quality in educational programs, research activities, service to the community and society at large, and management practices.

Academic Structure and Governance

Since the 1993 merger that made NovSU a comprehensive university, it has made progress in its entrepreneurial activities, quality control, and in its

management and administration. This has been done in an exceptionally complex and at times unfavorable political, economic, and social environment. Its academic structure and management are significantly influenced by the merger, which, it bears noting, occurred only twelve years ago. Due to some of the restrictions in Russian law and because of financial restraints, pragmatic solutions are essential if NovSU is to have the future we and its leaders envision for this University. We are troubled that the directions which may emerge from the new federal Ministry of Education and Science may weaken the autonomy and freedom essential to Russian universities such as NovSU. These institutions require autonomy and discretion to fulfill their vital educational mission.

We are convinced that NovSU has positioned itself in its region as a center capable of providing education and training at a variety of levels—academic, professional, and vocational levels—for its clients, who include both students and those who are already active and working in the region's labor market. To fulfill these objectives of serving its region, NovSU has established a sophisticated process to analyze issues (the SWOT Process), evaluate the quality of institutional performance, and adopt a strategy for action. We applaud these analyses and findings, and urge that they be implemented. This, again, fits with the Bologna Process as a major factor in shaping the University's response to the needs of its society, country, Europe, and the wider world. Obviously, financial constraints imposed by the policies of the Russian federal government, economic conditions, and the present laws in Russia do limit the ability to implement and pursue some of the exciting strategic options being developed by the University.

Nevertheless, we believe that the University must continue to pursue its objectives in every possible way, looking not only to present circumstances but to future developments and changes. Accordingly, we make these recommendations.

1. NovSU must redouble its efforts to expand revenues and reduce bureaucratic redundancy or duplication (as outlined in the VAP 2000 report).
2. NovSU should identify and focus on a niche. What distinguishes and sets it apart from other institutes of higher education that are not strategically in that niche?
3. NovSU should increase its successful initiatives as an entrepreneurial university in Novgorod, Russia, and beyond. It should argue that new revenues should be returned entirely to NovSU.
4. NovSU should assist the financing of students by exploring loans with banks (see the 2000 VAP report).
5. Given the demographic decline of 18-24 year-old students and the economic opportunities and dislocations of globalization, NovSU should expand its curriculum for part-time students and older students (life-long learning).

6. In order to strengthen its position with the higher education area and within the process, the number of Master programs should be expanded on the basis of an analysis of needs.
7. The possibility of providing online courses should be explored.

Quality Management and Students

We have already commented on the importance of quality in all aspects of the work of NovSU. A relentless focus on quality is directly related to the needs and interests of its students, and to the effectiveness of the University's research and service to its region and civil society. We suggest that the University seriously consider the development of a research center that tracks and keeps abreast of the best practices in quality management that are practiced internationally so that these can be promoted and implemented internally within the University. In our judgment, a program of staff development to promote good teaching and research capabilities at all levels and to identify leadership capacity at the curricular and management levels should be one of the continuing emphases of NovSU.

The VAP Team noted with much interest and appreciation the concept of a Student Duma. We believe this is an excellent vehicle for the creation of a culture that enables more students to become active in voluntary activity and in student societies. Furthermore, the Student Duma concept can be of enormous value in generating student support and enthusiasm for the work of the University. Students, after all, are one of the primary reasons for the existence of the University, and their interest, ideas, and talents should be actively encouraged and considered by the professors and leaders of the University. Moreover, it is worth emphasizing that, both in Europe (through the Bologna Process) and in the United States, the needs and interests of students are increasingly becoming a fundamental preoccupation of universities. The effort is to provide education that delivers measurable competencies and assures its quality. This requires giving students a role in meeting these objectives, and it is for this reason that we strongly encourage the expansion and further development of the Student Dumas.

The University in the Emerging Civil Society

The VAP Team notes with great satisfaction the emphasis that this working group—and hopefully the entire University—places on its involvement as a partner with the society of the Novgorod region. NovSU aspires to being much more than an isolated “ivory tower” or a purely classical university (important as classical education is); it aspires to be a university engaged as a partner with the forces, organizations, businesses, and governments in the Novgorod region so that it can better help meet and serve the social and economic needs of its wider society. Of course, the term “civil society” can be defined broadly so that it applies to almost anything or everything. We also note that the University does fulfill its obligations to the civil society by educating its students well and conducting relevant research.

But we also emphasize that there are special opportunities for NovSU to serve its region in targeted ways, remembering that the setting of priorities is essential. We, therefore, recommend the creation of a central NovSU coordinator, ideally at the level of the president's office, joined by a team drawn from all of its institutes and major programs, for the purpose of coordinating the University's internal civil engagements. We believe that there is a need for developing a base of data or information on what already exists as outreach programs to the Novgorod region and that these should be identified and made publicly known. We also believe that it is essential that the wider Novgorod community have a place where it can receive information about the existing civil society or outreach programs of the University.

Relatedly, in order for this effort to make the engagement with the civil society in selected targeted areas more known and available, we suggest that open forums be conducted both within Novgorod and the region on a regular basis to explain what NovSU is doing and to identify opportunities for partnership work. This could help strengthen the University's ties in the region with business and attract, hopefully, financial and political support.

Adult learning is a key for the economy and is directly related to the changing needs of society for lifelong or continuous education. A strong emphasis on adult learning is relevant to the demographic changes in Russia and Novgorod, and adult learning can be a vehicle for attracting students—including those who have an ability to pay, perhaps supported by businesses and industries that see the value of having a continuously updated work force. We encourage the Institute of Pedagogy to expand its teacher training programs of individuals who can undertake adult education and formal education. We strongly emphasize the importance of informal education in this regard, particularly for business and education in a world that is predictable in one sense: change will continue to come and be extraordinarily important to government, business, and civil organizations that need constant education, re-education, and training. Done with quality, these efforts can also perhaps become a means for generating revenue essential to the critical work of the University.

Concluding Comments

In summary, we commend NovSU for its progress since the 2000 VAP visit and urge that it continue on this course. We are impressed by its leadership and hope that NovSU will work at developing leaders for the future when changes inevitably will occur. Change for all universities is a fact of life in the twenty-first century; those that work for prudent change and adaptation will be the winners for their societies and nations. NovSU has the potential and vision to be an even stronger university in the years ahead. It is for these reasons that we suggest that its leaders continue working to participate in the European reform agenda—including the appointment of a Bologna Process team led by a vice rector. And, similarly, despite the complexities, we also urge NovSU to continue working on behalf of a more rational financial

structure—something essential for the welfare of the region and nation it serves.

As friends of Russia and Yaroslav-the-Wise Novgorod State University, we stand ready to assist this vital university in any way we can.

Visiting Advisors:

C. Peter MAGRATH, USA (Team Leader)

Peter Magrath is president of the National Association of State Universities and Land-Grant Colleges (NASULGC), Washington, DC. He has a long history of leadership in international education activities. In 1992, he was appointed to a Commission on the Future of the National Science Foundation to help chart future directions for the Foundation. Dr. Magrath organized the Kellogg Commission on the Future of State Universities and Land-Grant Colleges, a five-year project that has identified key priorities and directions for public universities in the United States. More recently, he chaired The National Commission on Writing for The College Board. A political scientist with a Ph.D. from Cornell University, Dr. Magrath has served as president of the University of Missouri System, the University of Minnesota, and the State University of New York at Binghamton. He held faculty and administrative posts at the University of Nebraska in Lincoln and at Brown University, and is the author of numerous books, monographs, and articles. Dr. Magrath serves as a member of the Executive Committee of the Board of Directors of the Salzburg Seminar. An alumnus of many Universities Project and Russian Higher Education Project symposia, he has also led several consultant visits by Visiting Advisors Program teams to Central and East Europe and the Russian Federation. This will be Dr. Magrath's third visit to NovSU, having also served as the Team Leader for the VAP visit to in 2000.



Linda BEIJLSMIT, Netherlands

Linda Beijlsmit is Director of Bureau CROSS, part of EVD Partner in International Business and Cooperation, a governmental agency of the Netherlands Ministry of Economic Affairs. She has been involved in educational reform in Central and East Europe since 1993. Drs. Beijlsmit read Slavonic Languages at Leiden University and Eastern European Studies at the University of Amsterdam. She has co-edited two publications on Education in Russia: Reflections on Education in Russia and CROSS roads to Russia. Drs. Beijlsmit lived in Russia in 1974 and again in 1995, while researching the position of woman in the labor market after the dissolution of the Soviet Union in Moscow. Drs. Beijlsmit is an alumna of a Salzburg Seminar Russian Higher Education Project symposium in 2004.



David WARREN, USA

David Warren is president of the National Association of Independent Colleges and Universities, an organization that represents the public policy agenda of more than 1,000 institutions and associations before the legislative, executive and regulatory branches of the United States government. Dr. Warren organized and co-chairs the Student Aid Alliance, which has successfully lobbied to increase the Pell grant for needy students by 74%. He also initiated the National Campus Voter Registration Project, which has registered more than one million students in each of the last three national elections. Dr. Warren accepted this position after serving as the president of Ohio Wesleyan University from 1984 to 1993. While in Ohio, he was appointed by the governor as chairman of the Ohio Ethics Commission. A former Fulbright Scholar in India and Rockefeller Fellow at Yale University, Dr. Warren earned M.A. degrees in both divinity and urban studies at Yale University, and a Ph.D. in higher education administration from the University of Michigan. He has participated in two of the Salzburg Seminar's University Project symposia and participated in a consultant visit of the Salzburg Seminar's Visiting Advisors Program teams to the Russian Federation. Having participated on the VAP visit in 2000, this will be Dr. Warren's second visit to NovSU.



Michael A. WHITE, Ireland

Michael Anthony (Tony) White is director of the Chartered Institute of Management Accountants for the Republic of Ireland. He previously worked with the National Council for Educational Awards and the Higher Education Authority, the funding and advisory body for Irish higher education. Dr. White is the author of *Investing in People: Higher Education in Ireland from 1960 to 2000*. He holds a higher diploma in education from University College in Cork, a Barrister of Law degree from University College Dublin, and a Ph.D. in higher education from Trinity College in Dublin. Dr. White has participated in symposia of the Salzburg Seminar's Universities Project and Russian Higher Education Project and several consultant visits of the Salzburg Seminar's Visiting Advisors Program teams to the Russian Federation. He also attended two Salzburg Seminar Core Sessions and currently serves as the Salzburg Seminar's alumni leader in Ireland.



Ian BROWN, USA

Ian Brown is a program associate for the Salzburg Seminar in their office in Salzburg, Austria, where he assists with the development and logistics of several sessions per year. Previously, he served as an intern in the Seminar's information technology department and was involved in several projects for the Seminar's Web site. He has also worked on Internet and multimedia projects for a variety of clients including the Institute of International Education and the Russian Department of Middlebury College, Vermont. Originally from Texas, Mr. Brown received a B.A. in Russian from Middlebury College, Vermont.



Schedule:

Time	Topic	Participants
Tuesday, May 10		
	Trip by van from Pulkovo Airport to Veliky Novgorod. Check-in at the hotel.	
19:00	Welcome Dinner	Gavrikov, Zelenin
Wednesday, May 11		
09:00 – 10:30	Meeting with the Rector, presentation of the program, general gathering.	Gavrikov, Zelenin, members of all groups
10:30 – 11:00	Coffee break	
11:00 – 12:30	Working Group / Discussion Topic	3 groups
12:30 – 14:00	Lunch	Experts & group leaders
14:00 – 16:00	Working Group / Discussion Topic	3 groups
16:00-19:00	Free time	
19:00	Dinner	VAP Team, organizing committee & group leaders
Thursday, May 12		
09:00 – 10:30	Working Group / Discussion Topic	3 groups
10:30 – 11:00	Coffee break	
11:00 – 12:30	Discussions	3 groups
12:30 – 14:00	Lunch	10 persons
14:00 – 15:30	Working Group / Discussion Topic	3 groups
15:30 – 19:00	Sightseeing tour of historical center of the city	VAP Team, guide
19:00	Dinner	10 persons
Friday, May 13		
09:00 – 10:30	Work on the final conclusions	VAP Team
10:30 – 11:00	<i>Coffee break</i>	
11:00 – 12:30	Work on the final conclusions	VAP Team
12:30 – 13:30	<i>Lunch - optional</i>	VAP Team
13:30 – 14:30	Presentation of the oral report to the Rector and the University Team	All participants
14:30 – 15:30	Press Conference	Rector, VAP Team, group leaders
15:30 – 18:30	Sightseeing tour	VAP Team
19:00	Farewell dinner	12 persons
Saturday, May 14		
12:00 – 15:00	Boat trip	VAP Team + 15
19:00	Dinner	VAP Team
Sunday, May 15		
	Check-out, Team departure by van	

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-three 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)

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

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

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