

REPORT on
National Technical University
“Kharkiv Polytechnic Institute”
Kharkiv, Ukraine
June 4–9, 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 National Technical University "Kharkiv Polytechnic Institute," Ukraine June 4-9, 2005

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The Salzburg Seminar's Visiting Advisors Program (VAP), generously funded by the Carnegie Corporation of New York, seeks to assist universities in the former Soviet Union and facilitate the current process of institutional self-assessment and change. The VAP consists of consulting visits, at the request of the host institution, by an international team of experienced university leaders who volunteer their time and expertise to provide strategic support and advice to their colleagues, particularly, with regards to the Bologna reform agenda. In doing so, the Salzburg Seminar hopes to promote a broader understanding of the challenges that universities in the respective regions are facing, to share examples of good practice, to promote administrative improvement and academic advancement at the given university, and to encourage professional and institutional linkages. It was within this context that the National Technical University "Kharkiv Polytechnic Institute" (hereafter referred to as "NTU 'KhPI'") invited a Visiting Advisors Team of the Salzburg Seminar to visit them in the summer of 2005.

NTU "KhPI" is one of the largest universities in Ukraine, with about 23,000 students and 1,700 teaching staff currently distributed over ninety-one academic Departments in twenty-four Faculties. It is the oldest of the country's National Technical Universities, having been founded in 1885 to prepare technical experts for the south of Russia and being itself the founder of six independent higher education institutions. The Kharkiv region is one of the major contributors to Ukraine's industrial and scientific development, and NTU "KhPI" has historically played an important role in the region's economy through helping to formulate its industrial policy, preparing technologically competent workers, and conducting applied research in various technical fields (especially engineering). Many prize-winning scientists (including a Nobel laureate), champion athletes, and cultural leaders have been

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associated with the University, and it has clearly been an institutional leader in several aspects of the nation’s life.

Today, as Ukraine addresses its various challenges following the Soviet period’s end – rapidly spreading globalization, evolution toward increasing democracy, the difficult transition to a market economy, advances in information technology, the country’s still developing independence, its recent change of government, etc. – NTU “KhPI” is engaged in working out the adaptations in its programs and priorities through which it can most appropriately continue to provide distinctive leadership, both regionally and nationally, within this vastly changed (and continuously changing) context. Thus, it has become committed to the Bologna process, undertaken a SWOT analysis, and developed a comprehensive set of nine major “directions” to guide its development over the current seven-year period (featuring such aspects as greater diversity in instructional methodology, expansion of life-long learning and distance education, extended internationalization of programs and personnel, increased applications of information technology, new approaches to quality assurance, modernization of the training base, enlargement of financial resources, and others). In our view, these directions have been wisely chosen by the University’s leaders and we welcomed the invitation to explore some of their implications during our visit and to offer any suggestions that might occur to us as being potentially helpful.

Our NTU “KhPI” colleagues had prepared an excellent set of background documents for our examination prior to this visit, and they proposed a schedule for it that offered a fine balance between well-focused deliberations on selected topics of particular concern to them at present and opportunities for elaboration to ensure that the broader contextual issues deemed relevant were not excluded from our discussions. The substantive framework for our meetings consisted of two main subjects: (1) the University’s governance, management and organization (including such matters as strategic planning, university autonomy and academic freedom, and the market’s role in institutional priorities); and (2) teaching programs and meeting the needs of students (including such matters as academic credit accumulation and transfer, program quality and accreditation, interdisciplinary courses, and student evaluation of teaching). An outline of issues was provided for each of these focal topics and we devoted two full days to discussing them with working groups of NTU “KhPI” experts, one for each area. The organization of this report is consistent with that two-part structure for our visit.

In addition, we enjoyed a day of touring some of the most prominent and beautiful sites throughout Kharkiv, a marvelous choral performance at the city’s magnificent concert hall, visits to several facilities and departments on campus, and a most refreshing and informative session with an impressive (and expressive) group of student representatives. Throughout our stay we encountered consistently warm hospitality, courtesy, and helpfulness. Our requests were met cheerfully (whether for professional needs such as computer access or personal wishes such as locating a vaguely described ancestral home site) and the high competence of our several language interpreters was exemplary. We have developed great respect for the Rector

and his colleagues, and we believe they are leading the University in the right directions. We are grateful that they invited us to spend this time with them, we appreciate their efforts to ensure the success of our visit, and we hope that this report will prove to be of some assistance to them in leading NTU “KhPI” through the next stage of its long and distinguished operation.

Management and Organization

During the first day of our visit, we learned that the management “landscape” at NTU “KhPI” is covered with initiatives and intentions that are consistent with enlightened university leadership elsewhere (SWOT analysis, Bologna compliance, technology transfer, industry cooperation, instructional improvement, and career development are just a few examples of the numerous commendable aspirations that impressed us). We also observed that, in virtually all of these cases, frustrations were being encountered that obstructed the implementation and blunted the impact of such endeavors. Partly as a result of this (and perhaps as a cause of it) the fundamental goals underlying these initiatives, the complex relationships among them, and the long-term implications of introducing them were not clearly apparent to us and possibly had not yet been thoroughly thought through. In what follows we offer our interpretation of the issues contributing to this circumstance, the managerial strategy appropriate to addressing them, and the adjustments in organizational structure that should accompany it.

Issues

Several contextual conditions currently frustrating efforts to lead the University in desirable directions were brought to our attention, either explicitly or implicitly, and they constitute issues that must be resolved for substantial progress to become possible. Among the most evident of them to us are the following:

1. The world-wide challenges accompanying globalization are exacerbated in Ukraine because of the drastic changes it is undergoing pursuant to its independence and change in government. This circumstance is further complicated in the Kharkiv region which gained prominence as the industrial centre for the large southern part of the Russian empire (tsarist and Soviet) but is now separated from its former area of influence by contemporary political borders.
2. The command mentality and centralized structures accompanying a planned economy are antithetic to the emergence of a market economy like Ukraine aspires to develop, but they are not eliminated easily or quickly. Consequently, in both the government bureaucracy and the business sector, there are forces (including sheer inertia) that hinder those agents (like universities) that are expected to provide future-oriented leadership.

3. Regarding the universities' relationships with government, this obstruction takes the form of a nationally-centralized system wherein the institutions' autonomy is severely constrained because they have little freedom to introduce, remove, or significantly change academic programs; they lack independent control over much of their budgets; and they don't even award their own degrees.
4. The universities' needs and desires for close cooperation with the business sector (especially in the case of technical institutes) are similarly frustrated by a residual mentality formed within a planned economy that is unsympathetic to reform efforts oriented toward the emergence of a market economy. Consequently, it is difficult to stimulate productive industry involvement in such university operations as work experience placements for students, cooperative research and technology transfer, or institutional planning and curriculum development.
5. Underlying all of these ideological issues are some very concrete constraints in the form of serious limitations on the government's capacity to fund universities and on the institutions' ability to develop alternative revenue sources, legal and legislative restrictions that prevent or discourage some important initiatives that academic leaders would like to pursue, and an occupational structure in which academic careers do not place as highly as in most western nations.

These issues are all inter-related and so efforts to resolve them must be systemic in nature and comprehensive in scope. This requires thinking at the strategic level, and we believe that NTU “KhPI” is now at that stage in its development.

Strategy

Tactically, as noted previously, we believe that NTU “KhPI”'s leaders have identified the right directions to guide the University's evolution and that they have launched several initiatives to propel movement in those directions. In our view, management's priority in the institution's next phase of development should be not to generate further directions or introduce new thrusts, but rather to step back a bit and concentrate on strategically clarifying the purposes for, priorities of, and relationships among the developments that have already been identified. The principal need now is to concentrate on implementing them successfully, and this will require considerable attention to the institution's main stakeholders (staff, students, and business leaders) whose understanding of, agreement with, and participation in these changes are essential if they are to succeed.

What we contemplate, then, is an emphasis on strategic planning and management. This is more a process than a product; the process is typically valuable in itself, and the resultant products usually emerge naturally as it progresses. At NTU “KhPI” it should include the following features:

1. The University’s mission should be clearly identified in terms that distinguish it from other institutions, relate it to its unique geopolitical location in Kharkiv, and orient it to the emerging socioeconomic situation of Ukraine – thereby indicating its distinctive “competitive edge” within the global higher education “market.” For example, it occurs to us as admittedly naïve outsiders that the “new Ukraine” (which is increasingly distancing itself from its Soviet past) will need a “window” on the “new Russia,” which the Kharkiv region (with its historic linkage to the Russian south) may be uniquely placed to provide (perhaps similar to the role Hong Kong has played for China in the past decade). The University could be a major contributor both to the generation of this vision and to its operationalization. Once this kind of mission development has been done, the strategic determination of NTU “KhPI”’s purposes, plans and priorities will become easier.
2. Strategic planning should benefit from the thoughtful input of those who have relevant expertise to contribute and a legitimate interest in the outcome, especially when their understanding of the results and participation in their implementation are crucial to the University’s success. This is certainly the case with NTU “KhPI”’s staff and student constituencies as well as the business leaders and employers in the Kharkiv region. Thus, they must be invited into the “leadership tent” and, to ensure that their engagement in the process is meaningful (as it has to be), considerable responsibility must be devolved to their representatives. Leadership is not a finite entity or a zero-sum game; sharing it can result in expanding it, without in any way diminishing the authority of those in management positions (indeed, this distribution of leadership opportunities often produces increases in managers’ influence). We have found no better way than this to reduce the kind of resistance to change that is apparent at NTU “KhPI” (and many other universities).
3. Strategic management requires strong functional linkages among several administrative aspects of a university’s operation. In developing and implementing a strategic plan, care must be taken to ensure that there is thorough integration especially among the personnel management, resource allocation and quality assurance functions. If people are not rewarded for performance consistent with strategic objectives, if funding is not provided for activities consistent with strategic objectives, and if high value is not associated with outcomes consistent with strategic objectives – then those objectives are unlikely to be achieved, the institution’s strategic planning will have been worthless, and those involved in it will withdraw from future efforts. Notwithstanding the above advocacy of distributed leadership, this essential integration among key administrative functions necessitates the maintenance of a strong (albeit different) role for central management to ensure that there is an institutional whole which is greater than the sum of its disparate parts. So while NTU “KhPI” has required strong central management to surmount the numerous threats encountered in recent years, it will continue to need strong central leadership in the more devolved future for which it seems ready – but of a more strategic nature.

As the University proceeds to this next phase of development, it may require some special expertise to guide it through the complexities of strategic planning and management. For this reason, consideration should probably be given to joining the many institutions that have established a new office for that purpose – with a well-qualified manager who reports, preferably, directly to the Rector.

Structure

It is important that there also be consistency between the University's organizational structure and the more strategic managerial approach that is likely to characterize the next stage in its development. To facilitate a broader distribution of leadership opportunities, there will need to be a greater decentralization of responsibility (and the authority necessary to exercise that responsibility). The strategic approach should result in more managerial decision-making resulting from “bottom-up” processes and less from “top-down” pronouncements. In particular, decentralized decision-making should increase in the areas of budget expenditures, personnel administration, and student relations. This should enable the central authorities to concentrate more on matters associated with strategic guidance, institutional research, and external relations.

At present, however, we believe there are too many separate administrative units at NTU “KhPI” (particularly in the academic domain) to accommodate the kind of rational and functional decentralization that is essential to strategic planning and management. We also sensed some dysfunctional duplication and competition among certain of them. And later in this report we propose more structural integration in the interest of desirable academic program changes. So for all of these reasons, we recommend a thorough review of the University's organizational structure with the intention of rationalizing decentralized units and consolidating related departments.

Teaching and Students

Among the various functions that a university has, perhaps its educational role is the one that is most in need of (and can benefit most from) the kind of strategic approach to planning and management discussed above. So it was appropriate that deliberations about teaching and students consumed most of the time and attention during our visit's second day. We were impressed with the NTU “KhPI” leaders' commitment to join the Bologna process, with their concern for pastoral (or “humanitarian”) elements in educating the “whole student” (which is particularly important in countries like Ukraine where students commence university studies at a considerably younger age than in most western nations), with their determination to increase international student mobility, with their efforts to promote continuous quality improvement in teaching, with their recognition of the kinds of curricular changes required by the educational reforms now sweeping across Europe, and with their acknowledgement of the obstacles (legislative, financial, and attitudinal) that

must be surmounted in pursuing these changes. Our discussions were wide-ranging, so we have had to be selective in commenting below on the three main topics that we considered: the Bologna process, curriculum development, and teaching evaluation.

Bologna Process

Ukraine is a signatory state of the Bologna Declaration which, among other reforms, is moving university programs toward the three-tier structure comprising of the Bachelor's, Master's, and Doctoral degrees common in North American higher education. This is proving to be a difficult adjustment in settings where the concept of a generalist undergraduate degree is a sharp departure from tradition, and it is especially challenging in technical universities where industrial employers may be highly suspicious of such a credential. The approach intended by NTU “KhPI” (to insert an intermediate Specialist diploma between the four-year Bachelor's degree and a Master's degree after two additional years) is similar to the arrangement in France, but it remains to be seen whether it will be viable in the long run. The feared resistance to a four-year credential may dissipate with evolution toward a market economy as (1) employers recognize that, in a knowledge society, occupations which in the past did not require a higher education will increasingly need workers with some university study; (2) job recruiters start seeking graduates whose knowledge and skills are sufficiently broad that they can adapt to constantly changing market conditions; (3) universities and industries develop more specialized advanced training opportunities through which flexible professional development can be facilitated on a continual basis; and (4) students come to view education less as a one-time opportunity to choose (at an unrealistically early age) and acquire an occupational specialty, and to see it more as a life-long series of chances to re-new one's qualifications and to develop new competencies as the employment market adjusts (inevitably and continually).

Our advice is that NTU “KhPI” develop its Bachelor's degree with the above prospects in mind and Endeavour to persuade industrial leaders, many of whom reportedly retain a planned economy mentality, that they are valid. We encourage our colleagues there to contact their counterparts in technical institutions elsewhere for help in developing the argument; in many western European polytechnics, for example, a graduate with a Bachelor's degree in one of the engineering subjects is considered to be prepared not as a full-fledged engineer but rather as a highly-qualified technician ready to assume tasks that may not have required a university degree previously but now need some level of higher education due to the more complex nature of the knowledge base in technical subjects than in the past. Because the Ukrainian state clearly has an interest in shifting toward a market economy, it may be worthwhile for the University to seek government support for meeting the costs of such a campaign (which could include establishing a market-oriented business school [the first in Kharkiv], as now envisioned by some at NTU “KhPI”).

This more generalist approach to the Bachelor's degree will facilitate another aspiration of the Bologna process – increased student mobility, especially internationally (which is high on NTU “KhPI”'s “wish list”) – and we spent considerable time discussing that objective during our visit. Ukraine's new government has announced its intention to begin the accession process toward membership in the European Union, which would enable its universities to participate in the European Union's SOCRATES program for student mobility; for the time being, however, NTU “KhPI” can use the TEMPUS program to extend its network and develop bilateral and multilateral agreements to foster student (and possibly staff) exchanges. Among the factors conducive to such arrangements is a system for *quantifying* learning experiences – a common metric that enables the calculation of course equivalencies among institutions; NTU “KhPI” has designed a very precise system for doing that with its own offerings which is a good step in this direction, but the University must ensure that it is compatible with the European Credit Transfer System in order that it can provide the capability for credit accumulation and transfer which is necessary for the kind of student mobility NTU “KhPI” wants. The other essential condition is a credible and robust system for confirming that the *quality* of learning experiences is consistent with internationally accepted academic standards; this is typically achieved through the process of program accreditation at the national level and we were pleased to learn that the Ukrainian government has established an agency for this purpose.

It is important in this regard to recognize the distinction between *quality assurance* and *quality improvement*. In several western European countries (e.g., Finland and Ireland) the emphasis is placed on the latter, with the goal being to engender throughout each university a “quality culture” characterized by an inherent impulse to continuously improve the quality of all that the institution does. Accreditation, on the other hand, is a mechanism for assuring that the quality of one's academic programs does not fall below a minimum level of acceptability; it is a form of “consumer protection” that is becoming quite common across Europe (as it has long been in the USA). Our colleagues at NTU “KhPI” expressed a strong desire to increase the international range of institutions that accept its programs and credits for student admission and exchange purposes, and we discussed at length the role of accreditation in pursuing this aspiration. The necessary foundation has already been laid with creation of Ukraine's national agency for accrediting university programs, although it operates within the Ministry rather than independently as in many western countries. This initiative must be accompanied by efforts to ensure that its standards and procedures are rigorous and robust – and are recognized as such by officials of counterpart agencies in other countries. This kind of credibility can best be fostered by the participation of Ukrainian accreditation officials in the activities of international associations of national accreditation agencies, and NTU “KhPI” leaders should encourage such engagement in European networks so that their national accreditation agency can play the role it must in confirming the University's program quality – thereby facilitating the institution's intended internationalization.

Curriculum Development

The above discussion illustrates how the Bologna process can be used as a “handle” to achieve an objective (in this case, internationalization) that an institution has long aspired to but that would have remained very difficult to attain without the impetus and “levers” that Bologna provides. Curricular reform is a related desirable outcome that is both required and facilitated by the Bologna process, and we encourage our NTU “KhPI” colleagues to further exploit it for this purpose. We sympathize with their frustration at being tightly constrained in their freedom to introduce needed changes in academic programs, due to their significant lack of institutional autonomy from government regulation. However, it is the government that is Ukraine’s signatory to the Bologna Declaration. Accordingly, university leaders should make every possible effort to convince their national Minister that, without a substantial increase in autonomy, their institutions will be unable to deliver on the commitment he carries because Ukraine “signed on.” This would be more a promise than a threat, because university leaders are aware of substantial curriculum development that should be undertaken if they are eventually to become meaningfully involved in the European Higher Education Area.

Curricular changes that are recognized as being desirable include the following:

1. Most programs should contain fewer prescribed courses and more elective ones, so that students can pursue some individual interests, participate more readily in exchange programs, and prepare themselves for a broader range of career opportunities and a greater frequency of job changes. There is a risk that current programs will result in some “trained incapacity,” whereby graduates are prepared for specific jobs in a planned economy that are disappearing from the contemporary labor market.
2. Some specializations are so narrowly defined that their relevance to the complex industrial and societal challenges of today is minimal or marginal. We perceive a need to rationalize and consolidate curricular offerings so that there will be fewer of them, with less duplication and competition among them (perhaps through aggregating them as optional specializations within more generic programs, and through the interdisciplinary initiatives being planned at NTU “KhPI”) – a change that should be articulated with the integration of some related departments and simplification of the organizational structure as proposed previously.
3. The amount of time in a program devoted to classroom instruction at NTU “KhPI” is unusually long by western standards. It would be desirable to reduce this through further consolidation of curricular content and greater reliance on independent study (not only individually, but in groups as well since students told us that they value the University’s encouragement of learning in groups).
4. NTU “KhPI”’s commitment to incorporating work experiences within program curricula is commendable, especially in a technical university.

However, care must be taken that such activities add real learning value and don't simply waste students' time in menial chores or in declining industries – a problem encountered by some of the students with whom we met (it is recognized, of course, that such work experiences are determined by those providing them, so employers must be chosen [or “trained”] who understand their educational purpose).

5. An observation based on our tour of some campus facilities is that the most widely (almost exclusively) used instructional methodology in classrooms (not laboratories) is the lecture-and-blackboard one. While there remains considerable value in this approach for certain situations, educational research demonstrates that learning can be enhanced and curricula enriched by employing a variety of teaching techniques supported by electronic and multi-media technologies that are now common in western institutions.
6. Another way of enriching the curriculum is for teachers to invite visiting scholars and guest lecturers to their classes on occasion, thereby contributing variety and adding expertise to the University's instructional capacity. The students with whom we met urged more of this at NTU “KhPI”, not only to supplement their substantive learning but to improve their practical and linguistic skills as well.

Indeed, all of the above approaches to curriculum development were supported by the students with whom we met. They also expressed their desires for greater computer availability and Internet access, better dormitory maintenance, and more active engagement in university decision-making. We stress, however, that their comments were offered constructively rather than critically; these students left us in no doubt that they are proud to be enrolled at NTU “KhPI” and generally satisfied with the quality of education they are getting there.

Let us reiterate our awareness of the numerous constraints – legal, financial, psychological, and others – that hinder the kinds of curriculum development we have commended to NTU “KhPI”. Their restricted feasibility at present, however, does not negate their longer-term desirability; and we wish to endorse the University leadership's determination to implement some of them at the earliest possibility.

Teaching Evaluation

Leaders at NTU “KhPI” are justifiably proud of the fact that the University, on its own initiative, introduced a system for student evaluation of teaching in the 1980's that has undergone several refinements over the past two decades and continues in operation today. It is based on a questionnaire completed by students following the examination periods at the end of each semester. The results are analyzed and discussed at the Faculty Council level (where resolutions are sought for problems that are exposed) and they are reported by the Rector to two large groups of student representatives; they are also considered as part of the review that all teachers must undergo after every

five-year period of employment before qualifying for renewal of their appointments, and they have occasionally been influential in decisions not to reappoint a teacher evaluated negatively. The University has established a center which provides a series of seminars that can help instructors to improve their performance in different aspects of teaching, and participation in at least one of the eighteen seminars that are offered is compulsory during each five-year appointment; perhaps because of its compulsory nature this program has not been universally embraced by faculty members, but we were told that the number of them who value it seems to be increasing.

This commendable approach to student evaluation of teaching is quite similar to ones in operation at many western universities, and we were asked for some specific information on those with which we are familiar. Accordingly, we are appending to this report the questionnaires used for this purpose at Carleton University in Canada and the University of Kassel in Germany (which resemble each other quite closely). For illustrative purposes, we'll outline the procedure followed at Carleton. At the end of each course there, the teacher asks a student to distribute (after the instructor 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 then these rankings are provided to Departmental, Faculty, and university administrators for consideration (along with other indicators of teaching effectiveness) in conjunction with decisions about salaries, promotion, tenure, and reappointment. 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(es) 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 Centre, which offers a wide range of instructional improvement programs and services that are available to any faculty member who voluntarily chooses to access them.

We hope that the above description is helpful to our NTU “KhPI” colleagues, and we wish to supplement it with a cautionary reminder: student evaluation of teaching should not be the only source of information used when making career decisions about individual faculty members. Professorial appointments usually involve other important roles besides teaching (such as research, community service, participation in administration, technology transfer, consultancy, professional contributions, etc.) and evaluations of one's performance in those areas, as appropriate to the assigned duties, should be considered as well. Also, with reference specifically to teaching performance, student evaluations should not be relied upon alone; they should be augmented by such other data sources as supervisory appraisals, peer

visitations, and teaching dossiers: student evaluation of teaching is a useful but insufficient means for arriving at judgments about one’s instructional performance.

Moreover, it is important to remember that the basic purpose of teaching evaluation is to improve the quality of instruction at the University. Evaluation of it is an attempt to measure it; it is not a means of improving it. The latter requires reward systems and other methods of motivating better teaching, and it needs support services such as the programs offered by Carleton’s Teaching and Learning Resource Centre (and, in a more limited and less voluntary way, by the centre for teaching improvement at NTU “KhPI”). We were delighted when a young teacher at the University informed us that, since the University is unable yet to equip most classrooms with electronic and multi-media capabilities for instructional support, she brings her own laptop computer to campus for this purpose, and that she has joined a group of like-minded faculty members who meet quite frequently to discuss new approaches to teaching and to share best practices in this domain.

One comment that aroused our curiosity was a statement during our meeting with students that they had no idea what the results were of the teaching evaluations they had completed or whether they had any impact on the University’s operation. They also observed that students had negligible involvement in decision-making at NTU “KhPI” and that there was little communication between them and the institution’s leadership. These remarks did not jibe with what we knew from talking to the Rector – an inconsistency that was resolved for us by an insightful student who suggested that such misperceptions may be due not to a lack of contact between university leaders and student representatives, but rather to the weak communication between student representatives and students at large; and she went on to say that the University needs an active Students’ Association, which she and some fellow students are hoping to create.

The point we wish to emphasize here is that both the young teacher with her instructional “club” and the insightful student promoting a students’ “association” are providing leadership at the “grass roots” level to improve the conditions for and quality of their activities at the University. This kind of nascent leadership needs to be sought out, encouraged and supported in whatever ways are possible, especially in a case like NTU “KhPI” where the institution’s senior officials have few resources at their disposal to effect such positive changes as this teacher and student were pursuing. By endorsing their initiatives, as we noted previously, the university managers will be increasing and extending the leadership on campus without in any way diminishing or threatening their own authority, and they will be accelerating the improvements which all wish to see.

Concluding Remarks

Universities are very complicated organizations, and those of us who have worked in them for decades know that it is extremely difficult to understand

them well. This is particularly true of large universities, and especially of those in parts of the world with which one is unfamiliar. Such was the case for our small team that visited NTU “KhPI” in Kharkiv and had only two days of meetings in which to reach some understanding of its rich historical context and complex current circumstances and to develop observations and advice that might prove useful to the institution’s leaders as they Endeavour to move it forward. Consequently, we acknowledge that this report may well contain serious errors of fact, reflect significant misperceptions of conditions, and present unwise offers of advice. If that is the case, then all we can do is apologize and reiterate that our only intention was to try and be helpful. We certainly received all possible assistance from our hosts and we are grateful for their warm welcome.

We complete our mission with a sense of confidence that the University is in good hands, that it is on the right track, and that it can anticipate a future that does justice to its distinguished past. We believe that NTU “KhPI” is ready to enter a more strategic phase in its development and that conditions in Ukraine (with its independence and new government) and in higher education (with Bologna and the European Higher Education Area) are conducive to this evolution. We have offered a few modest observations and suggestions that we hope will be useful to the University’s managers in guiding this transition, and we wish them every success in their important Endeavour.

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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 Program. 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 many consultant visits of the Salzburg Seminar's Visiting Advisors Program teams to Central and East Europe and the Russian Federation.



Roman DUDA, Poland

Roman Duda is the former rector of the University of Wroclaw in Poland. From 1989 to 1991, he was a member of the High Chamber of Parliament and from 1991 to 1993 he served as the Deputy Minister of Education. Dr. Duda taught at the Polish Academy of Sciences (PAN) for several years, where he also earned his Ph.S. in 1961. After returning to the University of Wroclaw in 1981, he served as chair of the Department of History and Methodology of Mathematics at the Institute of Mathematics. Since 1997 Dr. Duda has been a member of the Council of the International Union of History and Philosophy of Science/Division History of Science. He is on the editorial boards of several mathematical journals and editor-in-chief of Mathematical News (Annals of Polish Mathematical Society). Dr. Duda was awarded an Officer's Cross of the Order Polonia Restituta and a Commander of the Leopold Order (Belgium). He completed his studies in mathematics at the University of Wroclaw in 1956. Dr. Duda is an alumnus of many of the Salzburg Seminar's University Project symposia and has participated in several consultant visits by Visiting Advisors Program teams to Central and East Europe and the Russian Federation.



Barbara M. KEHM, Germany

Barbara M. Kehm has served as professor of Higher Education at Kassel University in Germany since October 2003. She is also managing director of the Centre for Research on Higher Education and Work at Kassel University. Together with a colleague she is responsible for the newly established international Master Program in Higher Education Research and Development. Previously, Dr. Kehm was employed as a senior researcher and research coordinator at the Institute for Higher Education Research in Wittenberg, eastern Germany, and as a researcher at the above named Centre in Kassel. Between 1986 and 1989, she taught German Language and Literature at the University of Sussex in the United Kingdom. She holds an M.A. in German literature, philosophy, and history and a PhD in German literature from Bochum University. Dr. Kehm served as a member of the Executive Committee of the European Association for Institutional Research from 1998 to 2004. She is a member of the Consortium of Higher Education Researchers and of the editorial boards of three international journals in the field of higher education. Her fields of specialization include internationalization of higher education and issues related to new forms of governance of higher education institutions. She has also worked as a consultant for OECD, UNESCO, the European Commission and the European University Association.

**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	Item	Participants
Saturday, June 4		
19:00	Welcome Dinner	NTU “KhPI” representatives Rector
Sunday, June 5		
12.00	Lunch	
13.30	City tour, museum	Attendant from NTU “KhPI”
18.00	Cultural program	
After the performance	Dinner	
Monday, June 6		
09:00 – 10:30	Meeting with Rector	NTU “KhPI” Rectorate
10:30 – 11:00	Coffee break	
11:00 – 12:30	Working Group 1 <i>Problems of Management Met by University Administration</i>	
12:30 – 13:30	Lunch	NTU “KhPI” representatives
13:30 – 15:00	Working Group 1 <i>Elaboration of Advice for Management and Consultations & Role of the Market in Teaching and Research Priorities</i>	
15:00 – 15:30	Coffee break	
15:30 – 17:00	Working Group 1 <i>Issues of University Autonomy and Academic Freedom & Central Authority of the Rector</i>	
17:30 – 18:30	Debriefing meeting	
19:00	Dinner	
Tuesday, June 7		
09:00 – 10:30	Working Group 2 <i>Systems of Academic Credits and Credit Transfer Between Universities</i>	
10:30 – 11:00	Coffee break	
11:00 – 12:30	Tour of three University departments	
12:30 – 13:30	Dinner	
13:30 – 15:00	Working Group 2 <i>Evaluation of Teaching Staff by Students & Tuition Fees and Related Issues</i>	
15:00 – 15:30	Coffee break	
15:30 – 16:00	Meeting with students	
16:00 – 17:00	Working Group 2 <i>Interdisciplinary Courses: Issues and Challenges</i>	Members of Working Group 1
17:00 – 18:00	Debriefing meeting	
18.00	Cultural program or dinner (optional)	
Wednesday, June 8		
09:00 – 14:00	VAP Team meets to prepare a preliminary report to the Rector	
12:30 – 13:30	Lunch	
14:00 – 15:30	Presentation of verbal report to Rector, his team, and deans of faculties	Members of working groups, deans of Faculties
15:30 – 16:30	Press-conference	Press
16:30 – 19:00	Free time	
19:00	Farewell dinner	NTU “KhPI” representatives
Thursday, June 9		
7.50	Team departure	

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-five 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.

Salzburg Seminar
Schloss Leopoldskron
Box 129
A-5010 Salzburg, Austria

Telephone: +43 662 839830
Fax: +43 662 839837

Salzburg Seminar
The Marble Works
P.O. Box 886
Middlebury, VT 05753 USA

Telephone: +1 802 388 0007
Fax: +1 802 388 1030

Salzburg Seminar website: www.salzburgseminar.org

Attachment A:

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?

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

B. How do you evaluate the instructor?

☐

PLEASE WRITE COMMENTS ON REVERSE SIDE

W 98

Attachment B:

Fragebogen zur Evaluation von Lehrveranstaltungen

UNIKASSEL
VERSITÄT

Diese Befragung der Teilnehmer und Teilnehmerinnen der Lehrveranstaltung dient der Qualitätssicherung von Lehre und Studium in der Universität Kassel. Die Befragung soll vor allem den Lehrenden eine systematische Rückmeldung geben. Die Ergebnisse sollen mit den Teilnehmern und Teilnehmerinnen der Lehrveranstaltung erörtert werden. Die Beteiligung an der Evaluation ist selbstverständlich freiwillig. Die Auswertung Ihrer Angaben erfolgt anonym.

AG Evaluation der Universität Kassel, Thomas Haubrich, Tel: 804.3598

1 In welchem Maße treffen die folgenden Aussagen auf diese Lehrveranstaltung zu?

	Trifft völlig zu			Trifft überhaupt nicht zu		Nicht an- wendbar auf diese LV
	1	2	3	4	5	6
Die Lehrinhalte werden verständlich vermittelt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Der Aufbau und die Ziele der Lehrveranstaltung wurden klar vorgestellt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Auf Fragen, Anregungen und Einwände von Studierenden wird sorgfältig eingegangen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Die Dozentin/der Dozent ist im Umgang mit Studierenden freundlich und aufgeschlossen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Die Dozentin/der Dozent ist meist gut vorbereitet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Die eingesetzten Medien (Folien, Tafelbild etc.) sind hilfreich	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Mitstudierenden haben ein großes Interesse an dieser Lehrveranstaltung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Die Arbeitsatmosphäre unter den Studierenden in dieser Lehrveranstaltung ist kooperativ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Das Thema der Lehrveranstaltung interessiert mich sehr	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ich lerne in dieser Lehrveranstaltung viel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Die Lehrveranstaltung ist anregend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Im allgemeinen bin ich mit der Lehrveranstaltung zufrieden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Wenig zufrieden	Neutral	Sehr zufrieden
Die Anforderungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Stoffmenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Termine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Wenig zufrieden	Neutral	Sehr zufrieden
Die Anforderungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Stoffmenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Termine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Wenig zufrieden	Neutral	Sehr zufrieden
Die Anforderungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Stoffmenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Termine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Wenig zufrieden	Neutral	Sehr zufrieden
Die Anforderungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Stoffmenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Termine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Wenig zufrieden	Neutral	Sehr zufrieden
Die Anforderungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Stoffmenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Termine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Wenig zufrieden	Neutral	Sehr zufrieden
Die Anforderungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Stoffmenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Termine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Wenig zufrieden	Neutral	Sehr zufrieden
Die Anforderungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Stoffmenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Termine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Wenig zufrieden	Neutral	Sehr zufrieden
Die Anforderungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Stoffmenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Termine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Wenig zufrieden	Neutral	Sehr zufrieden
Die Anforderungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Stoffmenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Termine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

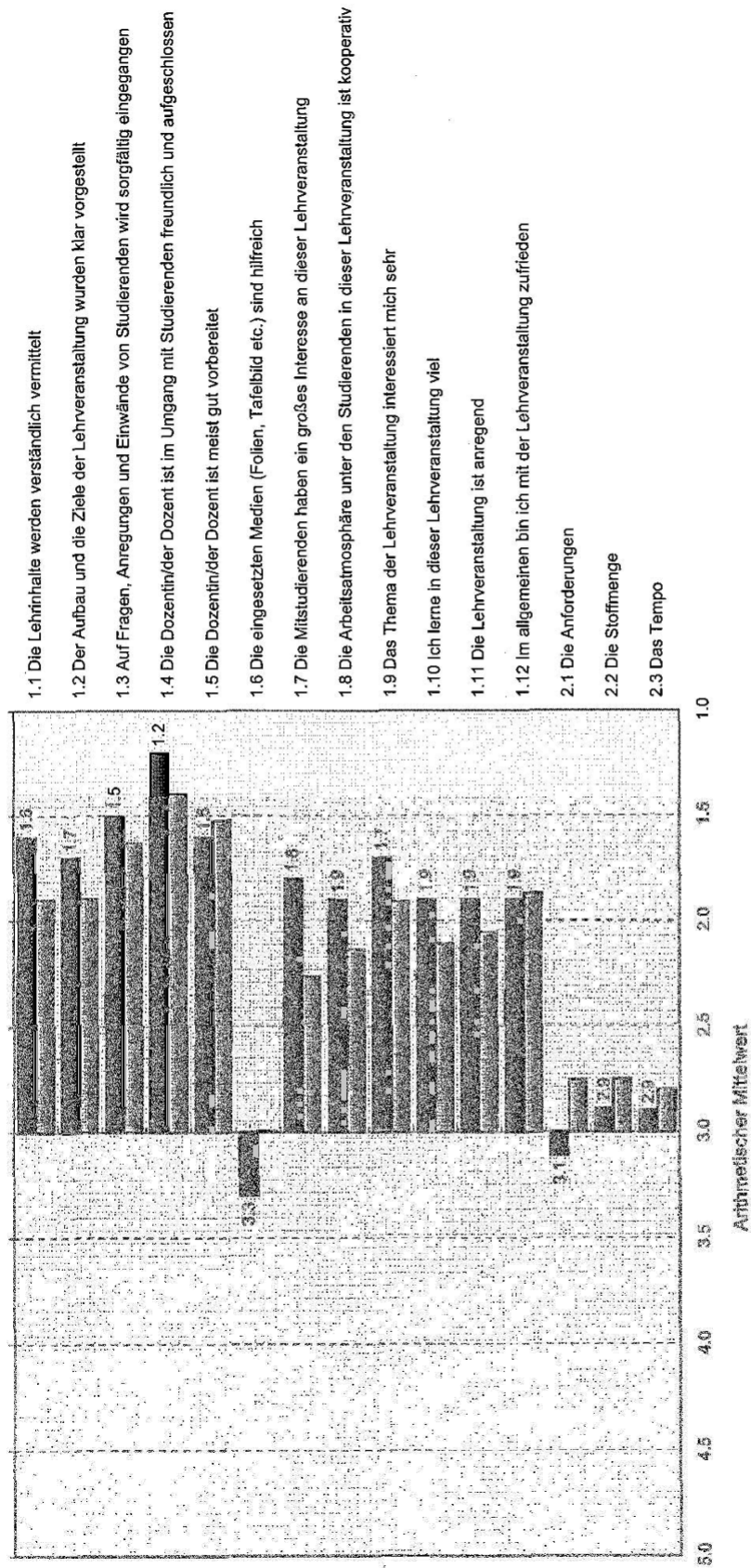
Vielen Dank für Ihre Mitarbeit

Attachment C:

Lehrveranstaltungsevaluierung im SS 2004: Fachbereich 05 - Soziologie

LV=228 N= 10

Gesamt



Frage 1: In welchem Maße treffen die Aussagen auf die Lehrveranstaltung zu? Antwortskala 5 = trifft überhaupt nicht zu; 1 = trifft völlig zu.
Frage 2: Wie beurteilen Sie die Anforderungen, die Stoffmenge und das Tempo der Dozentin/des Dozenten in dieser Lehrveranstaltung?
Antwortskala 5 = viel zu gering; 4; 3 = gerade richtig; 2; 1 = viel zu hoch.

Erklärung der Abkürzungen

LV = Nummer der Lehrveranstaltung; N = Anzahl der Fragebogen; Gesamt = Arithmetischer Mittelwert aller Veranstaltungen