

REPORT ON
IMMANUEL KANT STATE
UNIVERSITY OF RUSSIA
KALININGRAD, RUSSIAN FEDERATION
September 30–October 5, 2006

SALZBURG SEMINAR

VISITING ADVISORS PROGRAM



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Report of the Visit to Immanuel Kant State University of Russia, Kaliningrad, Russian Federation September 30-October 5, 2006

Draft Report

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Foreword

The Salzburg Seminar's **Visiting Advisors Program (VAP)** offers assistance to higher education institutions (HEI) in the Russian Federation as well as in Central and Eastern Europe that seek to advance the 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 in developing new approaches to concerns expressed by the host institution. In so doing, the Salzburg Seminar hopes to promote a broader understanding of the challenges that HEI in the respective regions face in renewing their higher education systems; to share examples of good practice; to strengthen the reform impetus at the given HEI; and to encourage professional and institutional linkages.

1. Introduction

For the second time, Immanuel Kant State University of Russia (IKSUR) invited a team of Visiting Advisors from the Salzburg Seminar to provide an outside view and critical advice on the implementation of university strategies, academic structures and governance within the university, and the use of new technologies in education. The first visit took place three years ago in October 2003, and for the VAP Team it was both interesting and impressing to learn about the progress made by IKSUR in some of its development areas.

As **background information** on the present state of development of IKSUR the university management provided the VAP Team with a set of documents beforehand, comprising general information, university structure, information on the development of the main financial indicators, and a problem catalogue. Most importantly, the VAP Team received a document “**Development Strategy: Immanuel Kant State University of Russia**” from January 2006. The VAP Team was impressed by that Development Strategy, a comprehensive forty page report, prepared by an international consulting team of university leaders and experts.

The VAP Team was impressed by the carefully developed **problem catalogue (tree)** of the University as an institution. The problems are divided regarding external and internal context as well as **tangible and intangible problems**. The VAP Team would point out that the latter categorization is important, in planning measures for improvement, a balanced approach should be chosen, which addresses both aspects at the same time in a well balanced procedure based on clear priorities.

The preparatory documents were a great help for the VAP Team and gave a short and concise overview of the situation of ISKUR and the main challenges it is facing. Probably the greatest challenge is the **forthcoming change of the federal university laws** that will have a strong influence on the room for maneuver of the amount of university management (e.g. the university's scope for financial management). According to the available drafts of the law, the aims are to limit the economic freedom of the universities. It is obvious, that these perspectives mean a lot of uncertainties for the rectorate regarding the general framework of university development and management for the future.

From the numerous challenges, the university management has chosen **three main issues** for discussion with the VAP Team:

1. **Implementation of the Strategic Plan: Priorities, Issues, Challenges**
2. **Academic Structures and Governance within the University**
3. **Technology in Education**

During the three-day visit, these issues were discussed in an introductory session, three working groups, and a closing session between the VAP Team and different members of IKSUR management. IKSUR was represented by the Rector (for the opening and closing sessions and the farewell dinner), Vice Rectors, deans, and other high-level IKSUR university officials. The VAP Team highly appreciated the open and constructive atmosphere during the whole visit.

In addition to and complementary to the formal working sessions, the IKSUR management arranged a **very attractive social and cultural program** including a visit to Svetlogorsk. Also, the social events provided ample opportunities for informal discussions and clarifications of detailed aspects of IKSUR's present situation and future perspectives.

The Team conveys it's thanks to Rector Andrey Klemeshev and Vice Rector Vera Zabotkina for the careful design, excellent planning, and practical organization of the visit. Also the support from Timur Gareev as well as from the staff of the IKSUR International Relations Office was very well appreciated by our Team.

2. The general situation of IKSUR

In the **opening session**, Rector Klemeshev provided a general overview of IKSUR's situation IKSUR and the general framework of its development.

Kaliningrad is the capital of the Kaliningrad oblast, the **Russian enclave** situated between the European Union member states Lithuania and Poland, with access to the Baltic Sea. As the most western Russian region, Kaliningrad lies in central Europe and thus forms both an outpost of Russia and a bridge between Russia and the European Union. However, the strict border regulations mean also restricted possibilities for interaction and exchange with the neighboring countries. In addition, the separation of Kaliningrad from mainland Russia (at least 500 km across two countries – Lithuania and Latvia or Lithuania and Belarus) puts the oblast and its capital in a very peculiar situation.

The university management underlined that they are aware of and are building on the **historic roots** of their institution that was founded more than 450 years ago by Duke Albert, who gives the University its historic name, "Albertina."

IKSUR is the **largest higher education institution in the Kaliningrad region**, the north-western part of Russia. IKSUR has more than 14,000 number of students and 1,500 employed staff, of which 608 of them (40%) are faculty members. 360 university professors (60.6% of faculty members) have scientific degrees and honorary titles and 61 are full professors (10.1%), which corresponds on average to the Russian standard. A comparison with the 2003 statistics shows a substantial

growth of student and staff numbers. As we will see, the number of programs offered by IKSUR has also grown substantially.

ISKUR trains specialists in **fifty fields** and offers **two hundred education programs** in **twelve faculties**: Faculties of Mathematics, Physics, Bio-ecology, Geography, History, Economy, Teacher Training and Psychology, Physical Training and Sports, Law, Linguistics and Inter-cultural Communication, Philology and Journalism, and Services.

At the moment, **350 doctoral students** are taking Ph.D. courses in thirty three fields of study. The IKSUR management emphasized that it puts high relevance on supporting **synergies between education and research**.

The VAP Team was glad for the opportunity to visit the University's main building shortly, including a short visit to the **university library** and the famous **Wallenrodt library**.

The change of the University's name from Kaliningrad State University (KSU) to **Immanuel Kant State University of Russia (IKSUR)** in 2005, emphasizes also the mission of IKSUR as a Russian university in central Europe and a role as an interface between Russian and European Union higher education, research and cultures.

IKSUR has **three distinctive functions**:

- The regional function
- The federal function
- The international function

At the **regional level**, IKSUR has the main task of providing high-quality university education for the Kaliningrad region and its labor market in accordance with the demands defined by the Russian federal higher education requirements and the broader context of the European Bologna process. IKSUR builds its activities on a system of educational values that form a basis for the further consolidation of the regional identity of Kaliningrad and contribute to the active development of the notion of "Kaliningraders."

In its **federal function**, IKSUR promotes the image of Russian higher education and its high quality and also as protects Russian culture and the Russian language in central Europe. IKSUR sees itself as an important part of the "infrastructure" for promoting Russia in the European Union.

Regarding its **international function**, IKSUR has ambitious but realistic goals. IKSUR is an outpost and bridgehead of Russia in Europe and can provide excellent links between Russian citizens and citizens of the European Union, especially in the Baltic region. **Academic mobility** has a high priority as a bridge-building mechanism.

Kaliningrad's history shows a lot of breaks and historical gaps. IKSUR was able to be successful in its role as a facilitator to bridge such gaps. It is a noble task to show that the Russian educational system is highly compatible and comparable with the EU and international systems. It combines high educational standards and values. In the city of Kaliningrad, two buildings show this compatibility in a highly symbolic way: the newly refurbished German cathedral with Kant's grave and the new orthodox cathedral. These two buildings symbolize the new image of the city, building bridges between generations and cultures. They present a highly spiritual value for the city of Kaliningrad.

As part of the bridge-building function, IKSUR sees keeping in contact and cooperating with the **Russian "scientific diaspora,"** as an important part of their role and might play an even further role for the university development. Russian scientists abroad may, for example, return to IKSUR to deliver lectures or welcome and even *tutor* students working towards their masters or doctor degree

IKSUR places great importance on **participation in national, European, and international activities.** The University is involved in about fifty agreements with universities in sixteen countries; it is member of the European University Association (EUA) and is actively involved in networks such as the Baltic Sea Region University Network. International cooperation is seen as necessary and important for harmonizing the university programs with international standards. One challenging goal is the establishing of double degree programs with partner universities.

At the institutional level, IKSUR faces two **main challenges:** the change to the two degree structure of the educational programs and the new federal university law.

In principle, the IKSUR management welcomes **the two degree structure in higher education** prescribed by law now. However, so far it is not clear how the implementation will work regarding the relationship to the vocational training (teacher training) as soon as the law will be in force especially with respect to the relationship to the bachelor degree.

As briefly mentioned above, the draft **law on non-profit education institutions** is being discussed in the State Duma at the moment. The consequences of the new law for academic institutions are not yet clear, which creates uncertainties. The law may have pros and cons. On the one side, it may stop the dynamic development of the academic sphere since future support for academic organizations is not clear (at the moment only about 50 % of IKSUR's finances comes from the state). On the other side, the fact that all financial resources might come from the state in the future could mean also less concerns for the university management about the funding of the University and its activities. However, there are many open questions which make it difficult for the university management to plan for the future. Still, the only way to

move forward is on the basis of strategic planning. In that context, the Russian higher education system is confronted with extremely fundamental questions on its identity in the national and international arena.

Rector Klemeshev pointed out that the **visit of the Salzburg Seminar VAP Team** comes at the right point in time. The independent views of external experts are very important for supporting the internal processes of self-identification and self-assessment.

3. IKSUR and the European framework

The below-mentioned issues were aspects have been addressed in several parts of the discussions during the visit of the VAP Team and are summarized and further elaborated in the following in order to put IKSUR's activities in the context of current European developments.

Already during the visit of the last VAP Team, the importance of the **Bologna process** for IKSUR was discussed. Russia joined the Bologna process to strive for comparable and compatible qualifications (short cycle, Bachelor, Master, Doctorate) and flexible modernized curricula which consider the needs of the labor market, and appropriate quality assurance systems. During the discussions with the university management, the present VAP Team identified evidence that IKSUR is on track and moving, if slowly, towards the Bologna objectives while at the same time seeking an adequate balance between well-proven traditional approaches in education and innovative attempts.

One important issue is certainly the **development of the research activities** at IKSUR, and creating synergies between education and research. As the outpost and bridgehead of Russian higher education and research, IKSUR has an important role to play for Russia and has to consider European developments in its strategic planning.

At the beginning of 2000, the then European Commissioner of Science and Research, Mr. Philippe Busquin, launched a new initiative with the Communication "Towards the European Research Area." The **European Research Area (ERA)** is an area where:

- The scientific capacity and material resources can be put to best use
- National and European policies can be implemented more coherently
- People and knowledge can circulate freely

The launch of the policy for creating the ERA has initiated a new dynamic in the process towards a new level of European integration in the field of research.

In March 2000, the heads of state of the EU member states not only fully endorsed the ERA concept but launched the **Lisbon strategy** for Europe in 2010 “...to become the most competitive and dynamic knowledge-based economy in the world capable of sustained economic growth with more and better jobs and greater social cohesion.” Later, in March 2002, at the **Barcelona** meeting the heads of state defined the goal “...that the overall spending on research and development and innovation in the Union should be increased with the aim of approaching 3% of GDP by 2010.”

After a midterm review of the Lisbon strategy at the end of 2004, the strategy was revised and re-enforced in 2005. In the **new Lisbon strategy** making a reality of the knowledge economy and society is a main focus, with continued attention to advanced areas such as the information society, biotechnology and eco-innovation.

Universities are key actors in these developments as has been emphasized in the Communication “Mobilizing the brainpower of Europe: enabling the universities to make their full contribution to the Lisbon strategy.” There, special attention is put on amongst others **university governance** the need for better institutional management, especially for supporting institutional modernization strategies.

This **modernization agenda for universities’ education, research, and innovation activities** is directly addressed in a recent Communication with several key areas for action:

- Break down the barriers around universities in Europe
- Ensure real autonomy and accountability for universities
- Provide incentives for structures partnerships with the business community
- Provide the right mix of skills and competencies for the labor market
- Reduce the funding gap and make the funding work more effectively in education and research
- Enhance interdisciplinarity and transdisciplinarity
- Activate knowledge through interaction with society
- Reward excellence at the highest level
- Make the European Higher Education Area (EHEA) and the European Research Area more visible and attractive in the world

It is interesting to note, that many of these issues have been addressed in one way or other during the discussions between the IKSUR management and the VAP Team of the Salzburg Seminar. It is most important for IKSUR to be aware that the new generation of European Framework Programs (2007 – 2013) for research and

technological development will be open worldwide. However, there is an especially **favorable policy environment for cooperation between Russia and the EU** in that area, and strategic use should be made of available instruments for cooperation.

In the last few years, the cooperative links between the European Union and the Russian Federation have seen positive development. The **Agreement on Cooperation in Science and Technology**, first signed in 1999, was been renewed in 2003. In 2005, a road map for creating a **Common Space of Research and Education Including Cultural Aspects** was agreed on. Many important measures are foreseen to strengthen the collaborative links between the Russian Federation and the EU such as, in research:

- Joint activities in research domains such as space, new materials and nanotechnologies, life sciences, information society technologies, and clean and renewable energy;
- Enhancing the effectiveness of National Contact Points for information and assistance on EU research activities,
- Encourage integration of Russian research institutions and teams in European research networks;
- Integrate the work of researchers to achieve common objectives in the identified fields and also related to environment, civilian security and non-proliferation, with an emphasis on the promotion of scientific excellence;
- Increase mobility of researchers and students;

In education, encouraging integration and closer cooperation within the framework of the forming of the European Higher Education Area (EHEA) in accordance with the main provisions of the Bologna process is the main objective. In order to achieve the agreed objectives, a comprehensive set of measures is foreseen including:

- Stepping up university cooperation between Russia and the EU
- Assisting in training Russia's national promoters of the Bologna Process
- Encouraging collaboration at the masters level and awarding joint or double diplomas
- Provision of Russian participation in the Erasmus Mundus Programme with a view to strengthening dialogue and mutual understanding between peoples and cultures through partnership projects and involvement of high-skill students awarded a master degree, as well as Russian scientists;
- Investigating means of promoting studies and training in Russia in the field of European Union law, EU economy, EU general and interdisciplinary studies,

including training and retraining for government officials and post-graduate students, in accordance with the best practices in the EU.

On October 23, 2006, Commissioner Benita Ferrero-Waldner addressed the newly established **European Studies Institute** located in the Moscow State Institute for International Relations (MGIMO). On that occasion, she mentioned her visit to IKSUR in the previous February. She pointed out the opportunities offered by several EU instruments for cooperation in the areas of higher education such as **TEMPUS & Erasmus Mundus**.

Additionally, it has to be emphasized that the **EU Framework Program for Research, Technological Development, and Demonstration** is an extremely powerful instrument for cooperation. Approximately 300 Russian participations are documented in the Sixth Framework Program at the moment. However, there will be an even much higher potential in the **Seventh Framework Programme (2007 – 2013)**, which will have a substantially increased budget of more than 50 billion EUR and will be open for Russian cooperation.

The VAP Team advised the IKSUR management to strengthen the **capacities for information and assistance** of academic staff and students in participating in the available European and international programs for cooperation in research and education. This will be a pre-requisite to be successful in achieving the very specific bridge-building mission of the University.

4. The Working Groups

In accordance with the priority issues identified by the IKSUR management the following working arrangements were made for the deliberations during the visit. The presentation is put in a logical order for the purposes of the report:

- **Implementation of strategic plan: priorities, issues, challenges:**

Chair: Gennadiy Fedorov, Vice Rector for Research, IKSUR,

Co-chair and Rapporteur: Paul Carttar, VAP Team member.

- **Academic Structure and Governance within the University:**

Chair: Vladimir Khudenko, First Vice Rector, IKSUR,

Co-chair and Rapporteur: Mikhail Zgurovskiy, VAP Team member.

- **Technology in Higher Education:**

Chair: Irina Kuksa, Vice Rector for Undergraduate Studies, IKSUR

Co-chair and Rapporteur: Manfred Horvat, VAP Team member.

5. Implementation of the Strategic Plan: Priorities, Issues, Challenges

Paul Carttar

The focus of this working group was on issues surrounding strategic planning at IKSUR. In general, the VAP Team was quite impressed by the depth of understanding the Rector and his top administrators have regarding the extraordinary opportunities that IKSUR faces as well as the difficulty and complexity of the problems they must overcome in order to realize those opportunities. We were also impressed with the high level of importance placed by university administration on effective strategic planning processes as a critical means of helping the University successfully transform itself from a traditional classical university into a modern, more diversified and European-oriented university.

The **challenges faced by IKSUR** are formidable and include the following:

- Implementation of Bologna process requirements
- Revising teaching methods and processes
- Introducing new technologies
- Implementing new fields of study
- Becoming more responsive to the demands of the local and international labor markets
- Increasing the significance of research, in particular as integrated in the educational process

The magnitude of these challenges is made even greater by the **significant factors that constrain the ability IKSUR to move forward**, including:

- Limited and relatively inflexible financial resources
- Strict federal government regulations
- Obsolete and increasingly limited physical infrastructure
- A faculty that tends to be very traditional in terms of academic expertise, teaching methods, language skills, international experience and research orientation
- A dynamic relationship between Russia and the EU

In recent years, university leadership has undertaken many efforts to advance strategic planning. In addition to the regular five-year plans prepared for the federal government, the university leadership hosted a **Salzburg Seminar VAP** session in 2003 and also endorsed a formal, **comprehensive planning process in 2005**, performed by a team of external experts in higher education. This latter process culminated in publication of a detailed plan that articulated an ambitious vision,

established clear **strategic priorities** and laid out a detailed **plan for implementation**.

It is apparent from our discussion sessions, as well as from review of the many documents provided to the VAP Team, that IKSUR leadership has made much progress in building upon these planning efforts. There are several examples of this **progress**:

- First, Rector Klemeshev is very skilled at articulating his **vision for IKSUR**, which is nicely summed up in the phrase “a Russian university in the center of Europe.” He has also clearly stated the University’s goals for what it would like to accomplish regionally, federally, and internationally.
- Second, as described by several of the meeting participants in the VAP sessions, the University has conducted various internal processes intended to **build consensus** around key elements of the strategic plan, including discussions among Vice Rectors and deans, meetings between the Rector and faculty councils; and group efforts among deans, chairs and faculty to prepare analyses of issues relevant to specific departments.
- Finally, the University has taken **actions toward implementing important initiatives** included in the strategic plan, for example, changing the official name of the University to better take advantage of the renown and prestige associated with Immanuel Kant, designing and implementing a new visual identity and logo, successfully negotiating with the regional government to acquire land for expansion for future construction of a geographically-proximate, modern campus; and participating in the National Educational Project, which holds high potential for generating significant funding for equipment.

Inevitably, many questions remain relating to how IKSUR should best move forward in implementing key initiatives. Several of these questions were raised explicitly by the university leadership in preparing for this VAP visit, while others arose in the discussion sessions themselves. Wherever their source, the group discussions about these questions were candid and represented good-faith efforts to engage in constructive dialogue regarding their nature and potential solution.

That said, the VAP Team believes that the ultimate effectiveness and value of the discussions during the visit was inhibited by **two noteworthy constraints**:

- The lack of time in general available to dedicate to each topic
- The inability of the Rector to attend sessions for more than a very limited period

If similar advisory programs are undertaken in the future, it will be very important, in the judgment of the VAP Team, that the utmost effort be made to ensure (a) that the discussion topics selected reflect the Rector’s opinion about the most important

issues affecting the University and (b) that the Rector is able to be an active participant in the discussions themselves.

Nevertheless, based on our review of the materials submitted to us and the discussions we held, the VAP Team would like to share the following **thoughts and observations**:

- Rector Klemeshev and his team have done an outstanding job of **articulating a compelling vision for IKSUR** and defining a clear set of supporting goals. However, the **transformation process** is difficult, complex and will require a long period of time before it is complete, with many ups and downs. During this time, it will be important that all parties involved in the transformation process remain motivated and clearly focused on this very worthy goal. Accordingly, the VAP Team believes it is critical that the Rector and his senior administrators relentlessly seize opportunities – both in speaking and writing – to **reinforce this vision within the university community and externally**, as well as to aggressively promote the benefits that will flow from its achievement.
- Despite the clarity of the vision and mission goals, it is apparent that there is significant **lack of consensus** – even at relatively senior levels – regarding which specific actions IKSUR is committed to taking and what are the relative priorities for implementation, especially in the context of what is set forth in the formal strategic planning document. At its core, this seems to reflect ambiguity within the IKSUR organization about where the Rector himself stands on these issues, although it is not clear to the VAP Team whether this is because the decisions have not yet been made or simply have not yet been communicated. Either way, IKSUR's challenges are too great and resources too limited for it to bear the consequences that result from this level of uncertainty. Accordingly, the Rector and the senior administrative team should take appropriate steps to **determine soon which actions are intended to be taken**, which are not, which are still unresolved and in what order each is to be implemented. The VAP Team would further recommend that **this process be as transparent and inclusive** as possible, certainly with respect to Vice Rectors and deans, and potentially extending to faculty and students as well, so that the Rector can **build deeper understanding and support** for the direction he is leading IKSUR.
- The particular question raised by IKSUR staff regarding the relative importance of **“tangible” or “material” as opposed to “intangible” priorities** really relates to the issue of where IKSUR should start in trying to implement the strategic plan. In fact, both sets of issues must be addressed and, over time, progress, if one will reinforce progress in the other. While the immediate focus on “material” priorities like increasing financial resources and improving physical infrastructure is logical

and good progress is being made, the VAP Team is concerned that this focus may cause IKSUR to defer addressing what we consider to be the most critical challenge faced by IKSUR, that is, the need to reinvent itself in terms of its academic product. To be sure, doing this requires better infrastructure, but more importantly it requires a **transformation of the faculty, which will need new skills and expertise for going forward**. IKSUR needs to develop a comprehensive plan for making this transformation, which should involve both efforts to attract and retain new, young faculty that possesses the necessary skills and efforts – such as those involved in the EuroFaculty initiative – to improve the skills and knowledge of current faculty members.

- At the present time, it also appears that the **strategic planning process** has lacked the desirable level of **engagement from outside stakeholders**, in particular representatives of the regional business community. Having said that, we understand and respect the points made by Rector Klemeshev regarding the limitations of Kaliningrad's current business mix and other complicating factors. The fact remains that many people outside of the University have a very substantial future stake in IKSUR's ability to achieve its regional mission and should be motivated to do what is within their capability financially or politically to support that effort. It is the belief of the VAP Team that it would be beneficial if someone in IKSUR's senior administration were given responsibility for systematically considering who these interests are and how they might be more effectively engaged in the process of helping IKSUR to move forward.
- Finally, we understand the **crucial role the Russian federal government** plays in several areas of importance to IKSUR, including not only higher education policies like financial formulas and faculty pay rules but also broader policies like economic aid to the Kaliningrad region and its relationship with the EU. Unfortunately, because our discussion sessions never focused on this, we do not know how IKSUR approaches the process of trying **to influence the decisions made in Moscow**, and it may very well be that IKSUR is doing everything it possibly can. However, we still want to emphasize the importance of having a thoughtful, comprehensive plan for how to influence the federal government. At the same time, we would urge senior administration to carefully evaluate opportunities IKSUR may have to minimize the negative effects of existing federal regulation, perhaps by adopting other legal forms like for-profit or nonprofit status for selected parts of the IKSUR organization.

6. Academic Structure and Governance within the University

Mikhail Zgurovskiy

6.1 Academic Structure and its optimization

IKSUR has the **traditional structure of the post-Soviet education system**, based on the sets of traditional faculties and departments with weak connections between each other and characterized by a strong “command hierarchy.”

At present, there are thirteen faculties, the Institute of New Education Technologies, and sixty-two departments at the University. These academic units provide fifty fields of study and more than one hundred additional education programs (short and long-term courses), post diploma programs on the basis of multi-tier system of education (bachelor, specialist, post graduate education, adult education programs, in-service training programs, doctoral programs, completing and defending doctoral dissertation).

The optimization of academic structure reduces the horizontal fragmentation and internal decomposition when new academic fields or disciplines are simply added to the existing ones. Optimizing the academic structures in such a manner, IKSUR has opened twenty seven new fields of study during the last five years.

These fields are: telecommunication, transport logistics and management, transport safety, psychology, finance and crediting, marketing, commerce, economics, political science, cultural studies, philology, the theory of economics, mathematic maintenance and administration of information system, bio-ecology, pedagogy, arts and the humanities, translation, translation studies and interpreting, the theory and methodology of teaching foreign languages and culture, services, journalism, social work, special psychology, computer safety, ocean studies, and clinical medicine.

These new fields are partly oriented towards **satisfying the needs of the Kaliningrad region** for specialists with a higher education degree.

The Visiting Team has a concern about the **large horizontal expansion of academic “specialties” and disciplines** disregarding strategies of the development of the University and without close cooperation with the labor market. The Team is also worried by an apparently **slow implementation of the Bologna process**.

Recommendations:

- In the consolidation of academic structures to pay, special attention to the **introduction of new trans- and interdisciplinary fields** and the coming **reconfiguration the faculties and departments** that best supports the strategic goals of IKSUR and corresponds to the labor market needs.

- To carry out an **analysis of labor market needs** for each of the “specialties” taught at IKSUR, and to formulate goals to renew these programs in accordance with the needs of the labor market and regional and federal strategic development plans (which will probably require the involvement of external experts like representatives of major companies, the chamber of commerce, labor market experts, etc.).
- To establish regular and functioning **communication with external stakeholders and future employers of IKSUR graduates** in order to take their views into account in the reform of the study programs.
- To **trace the careers of graduates**, at least during the first few years after their graduation including regular surveys in which they are asked to comment on the usefulness of the university education in the light of their initial work experience.
- To **accelerate the implementation of the Bologna system** in terms of the transition to the two-cycle (bachelor, master) educational programs, introduction of the credit transfer system (like the ECTS) introduction of a quality assurance system, identical to ENQA, etc. With the exclusion of economic Faculty, the Bologna system has no implementation in IKSUR. This complicates student mobility and restrains the integration of Kaliningrad region into the European educational space.

6.2 University Governance

IKSUR has a “**vertical command system**” of governance which is traditional for CIS countries. The Rector and six Vice Rectors realize the function of the central vertical power. The University Senate, which consists of “rectorate” leaders, faculty leaders, representatives of academic community and one student who represents the Student Self-Government System, only has the right to advise the Rector. The deans and the heads of university units have the same rights.

Actually, IKSUR has **no real management group**. The Vice Rectors’ opinions on massive problems are either not formulated or are completely absent.

Considering also that IKSUR has **no steering committee** for making decisions, nearly all principal and local decisions at the University are made by one person only the Rector. When decisions are made, they are executed in accordance with the “vertical command system.” The University has a well developed system for the follow up of made decisions.

This situation at IKSUR does not seem to be efficient since it hampers the Rector to execute his main mission and restrains the initiative of the university staff.

The Visiting Team has a sincere concern about the **new federal law**, which practically changes the election of the Rector to an appointment by the central power. This law reduces university autonomy drastically, which does not correspond to the Bologna recommendations.

As to the **student self-government system**, its shaping of leaders for the academic groups is satisfactory. However, the student representation in the University Senate (just one person) is absolutely not sufficient.

Recommendations:

- For achieving better efficiency of governance, the **university management system should be decentralized** by transferring parts of the Rector's power to the Vice Rectors and deans.
- It seems very important to establish a **steering committee** of the University for making principal decisions.
- In order to correspond to the Bologna recommendations, it is necessary to increase the **student representation in the University Senate to 10-15%**.

7. Technology in Higher Education

Manfred Horvat

The use of innovative approaches and modern technologies in education is seen as an important part of the strategic development of IKSUR and the overall plan. The education program has a positive influence on the university development. For example, it should be mentioned that the new Service Faculty integrated new specialties and improved the status and the image of IKSUR in the region. The university management is convinced that if IKSUR would fail in the area of education this would result in drawbacks in the overall institutional strategy too.

7.1 New approaches and the use of IT in education

The IKSUR management and staff are aware that, in the process of **integrating the Russian education system in the world educational market**, there is a need for developing new forms of teaching and providing new advanced possibilities for learning. The use of new technologies for educational purposes plays an important supportive role in that context.

In general, Russian higher education is characterized by a **high level of knowledge and technical skills**. However, increasingly, there is a strong emphasis put on a competence-based approach, in order to prepare the students for the complex

challenges of modern working-life. As surveys amongst employers show, the labor market demands that the University provide its students not only with knowledge and technical skills but also with **more advanced professional skills, capabilities, and competencies**, such as communication, ability to work in teams (also interdisciplinary teams), project management, leadership and responsibility, negotiation, problem solving, and principles of self-study. Thus, modern university education has to follow multiple learning objectives. This calls for new methods of teaching and the provision of adequate learning environments, such as team teaching, group work, and interdisciplinary project work, not only within the University but also with industry and other social actors as appropriate.

Within the existing legal framework, IKSUR gives strategic importance to the **integration of modern information technologies (IT)** in the further development of the education programs. The growing role of new technologies in the IKSUR programs has several strong motivations:

- To **enrich** the teaching process by the use of new media
- To **expand** the percentage of self-organized learning in the educational process, and to support the self-learning activities of the students by providing access to other sources of knowledge and information
- To **compensate** for the lack of adequate premises, especially lecture halls at IKSUR

However, IKSUR also faces some challenges and problems in introducing new technologies in the educational process:

- At the moment, IKSUR has some 1,000 computers with internet access which is not enough for the present number of students. Due to the **lack of sufficient federal financial resources**, both for the acquisition of new computers and other educational technologies as well as for their maintenance, it is not possible to ensure an adequate coverage of IT in all departments. In principle, all faculties have multi-media systems and computer access is possible 24 hours a day. However waiting lists have to be used and the equipment is used in a multi-shift mode because of a lack of sufficient equipment and available computer rooms. Two shifts are for traditional students and one evening shift is for part time students. A large percentage of students is not satisfied with the IT situation at the University. Due to the present situation that IKSUR buildings are scattered around the city, there are also problems regarding a uniform university network;
- There is also a **lack of enthusiasm from the side of university teachers** to introduce and use new technologies and teaching methods because doing so requires additional effort. There are tensions between adhering to traditional

approaches and the requests to modernize and change the educational offers. There is substantial resistance by staff to moving away from traditional approaches.

- E-learning systems require **adequate legal provisions** for protecting intellectual property.

The challenge is to move from an approach where the teacher is the main source of information, to **more self-organized learning** where the student has to extract information from different sources and has the main responsibility for developing his knowledge base. That means also **a changing role of the university teacher** towards becoming additionally a tutor, a consultant and a facilitator of the learning process for the student.

In principle, to a certain extent, the shortage of funding for improving IT infrastructure could be partially overcome by **increasing the number of fee-paying students**, which of course also means higher student numbers. The programs of IKSUR are both demanded and demanding, only one third of the applicants can be accepted. This signifies that there is sufficient demand. However, by increasing the student numbers, IKSUR doesn't want to move towards mass education and decrease the entrance quality of the new students. But there are two other constraints for increasing the student numbers. First, there is the **lack of premises**. Second, forecasts of the **demographic development** in the Kaliningrad region show that in general there will be decreasing numbers of new students entering the university system in the near future.

More recent developments at IKSUR brought a certain yet still limited improvement: the opening of the **e-library** and a **laboratory for self-study** to support self study work of students. Other positive initiatives are: **Wireless LAN** is being developed which will offer internet access to every student, and a new building is about to be finished, which will improve the situation too. In the new building there will be also new computer classes.

Regarding the **use of IT in education**, IKSUR faces the problem that students matriculate at the young age of sixteen. They very often have no IT competence at all when they start, because there is a lack of IT equipment in schools in the Kaliningrad region, especially in more remote regions. That means that the University has to offer courses on basic computer and on the use of internet, as well as mathematics courses at the beginning of the study programs. The young age of the students also creates certain problems with regard to new teaching and learning methods.

Despite the described problems and challenges, many changes have been implemented at IKSUR over the last five years. **The ratio between contact hours and self-study time changed from 50:50 to 30:70 in some fields.** The self-study

phases are supported by e-learning technologies, but also individual support (tutoring and consulting) by teachers is increasingly offered, as well as work in laboratories.

These developments have been supported by the establishment of **new units in IKSUR**:

- The Institute for New Education Technologies
- The Centre for Teacher Training
- The Laboratory for Educational Technologies

The mission of the **Institute for New Education Technologies** is to facilitate the introduction of new technologies in the education programs of IKSUR and other education institutions in the region. The institute offers continuing education for the academic teachers. Close links are well established to all parts of the University. The institute has two labs and centers for computers and educational technologies, offering software to students and updating and upgrading courses for teachers on the use of IT in education. Also training for students on how to retrieve information and related principles of self-study are offered.

The institute is also active in research on the use of IT in education. However, it is hard work to improve and innovate the education process at a university:

- **Improving the traditional approach**, to upgrade “one way” frontal lectures by multi-media applications, video assistance and on line resources as well as
- **Introducing new forms of classes, and new active and interactive teaching methods** based on self-learning, group work, project work, but also case studies, visits to court in law courses discussion groups, etc. in order to improve effectiveness of the educational processes.

The main objective of the change process at IKSUR is to develop an **adequately balanced approach** combining good traditional forms of teaching with new advanced approaches of education and self-organized learning.

In the whole development process, the **reluctance of the academic staff and the low-level of motivation for change** is a severe limiting factor. Therefore, there are attempts under way to provide **incentives** and create special conditions for and raise motivation of staff by offering assistance and training. A special working group has been established in the Institute for New Educational Technologies for dealing with these issues. In addition, a meeting with the deputy deans of faculties has been arranged to show the ways how to integrate new media and the internet in learning courses. Also, in a meeting of the Academic Senate, the question of incentives for staff has been discussed. Any member of staff can get help to use new technologies, such as video and e-learning technologies. Information, assistance, and training

courses will be offered throughout the universities to all levels of the teaching staff. In such courses, opportunities for exchange of experience with foreign teachers (e.g. from the EuroFaculty project) is provided, which is also encouraging participation to a certain extent. It is, however, difficult to involve staff in such courses because of their workload and probably also because of the low-level of their salaries.

7.2 International projects as model cases for the whole University

The EuroFaculty project involving the **Faculties of Law and Economics** plays a pioneering role in these developments. EuroFaculty is an international project and the two participating faculties are better equipped for introducing new educational approaches than the rest of the University. For the future, it will be important that the experiences and good practices developed in that project are disseminated and made available to other parts of IKSUR.

An important facet of the EuroFaculty project is that **young lecturers from abroad** are very actively involved and support the change and development process in the University. In addition, young IKSUR staff got their master degrees abroad in Sweden and Germany, and brought new ideas back to IKSUR. Several IKSUR staff are preparing for Ph.D. studies abroad.

In the EuroFaculty context, the Faculty of Law has applied **new formats of classes**, combining theoretical lectures and practical cases that are dealt with in group work in the class room combined with visits to the court. For law students, training in the use of legal databases and the basics of IT law is provided. In the final years, students also participate in internet courses provided by foreign universities, e.g. in a course on “Human Rights” from the University of Turku in Finland.

As a result of the EuroFaculty project, the **Faculty of Economics is preparing a masters program and is also planning an MBA program**. In that faculty, very good experience have been gained with new teaching and learning approaches, such as economic games, role games, interactive approaches, and new forms of business training, including in-service training.

For **self-studies**, course material and supplementary material such as relevant new publications and reports, as well as latest data, were accumulated to **“compendia” on CD ROM** supporting the students in their self-organized work. In project work, students are confronted with challenging tasks and problems, very often of an interdisciplinary nature, which they have to solve in group work. The results have to be presented and defended to the academic staff. Also joint lectures, team teaching involving different disciplines has proven very successful.

The students are provided with detailed **information leaflets** on the academic staff, course contents, and test requirements. As a future perspective, and in order to further support students in their work, the IKSUR management would like to see websites of academic staff with course contents, study material, assignments, tests, as well as guidelines for self-study.

There are also some **contacts to local companies**, especially in the area of databases. Representatives of companies are meeting students for discussions and presentations, and local companies provide opportunities for diploma thesis work. However, there is sometimes a problem that companies are reluctant to provide relevant information and company data. Results of project or thesis work in companies have to be presented to the company management. However, in general, the business environment in Kaliningrad is still in a transition phase and does not necessarily provide a very favorable framework for university-industry cooperation.

In the **general discussion**, the importance of educational approaches activating and involving students was stressed by the VAP Team because **active involvement** is essential for developing understanding. It was pointed out that worldwide there are excellent examples and experience in applying innovative teaching and learning approaches as well as for use of new technologies in education. Therefore, the VAP Team recommended tapping into the existing models and experiences in other parts of the world, especially using the existing contacts to and partnerships with foreign universities.

The colleagues from IKSUR emphasized that **well-established contact** with the best Russian universities in Moscow and St. Petersburg is very important, as are the contacts to Copenhagen University and Copenhagen Business School in Denmark, and the collaboration with the Universities of Goettingen in Germany and Bergen in Norway. The partner universities present a good mix. Some follow more traditional approaches; some are very innovative and advanced. Of course, a correct mode of implementation has to be found that is appropriate to the specific situation in Kaliningrad and at IKSUR. Mere copying of approaches applied in other places would be wrong. As an example, the approaches to project work at Roskilde University in Denmark are seen as very interesting examples to be considered in the further developments at IKSUR, whereas the model applied by Trondheim Business School, where the whole education is based on self study and project work, is not applicable at IKSUR because of the young age and the lack of social experience of the students.

The VAP Team emphasized that future development opportunities should be seen in the **participation in international education programs (TEMPUS, Erasmus Mundus) and research programs (Seventh Framework Program), and also the**

mobility schemes (Marie Curie). As the experience in other European countries show, these programs support the professional development of staff and also the benchmarking with other organizations. The **active integration in EU projects and specific Baltic initiatives** and networks, particularly addressing specific Baltic Sea problems, should be carefully considered as a part of the general university strategy. The VAP Team mentioned the ERA-NET action “BONUS for the Baltic Sea Science” a regional network of funding agencies preparing for the development of a major joint research funding program (see www.bonusportal.org).

7.3 Distance education

So far, there is **little or no experience at IKSUR with distance education**. The VAP Team pointed out that distance education is a very powerful method for providing education. The internet can be used efficiently. There are certainly many opportunities for the University to develop this field, especially for students that live far away, and for non-traditional students, such as working students.

From a financial point of view, effective internet courses could be much cheaper than direct teaching in the premises of the University. And from a quality point of view, if well done, distance education courses may be more effective than traditional courses, because traditional courses are more dependent on the teacher. Of course, it has to be clearly defined, **for which purpose the internet is being used**:

- To access new non-traditional students
- To supplement teaching methods by providing access to additional information
- To enhance self-study aspects of studies

In the discussion, the benefits for the teachers and the University were questioned by some colleagues from IKSUR. The VAP Team emphasized that the main purpose of teachers is to support students, especially when less time for direct contact is available. The internet offers possibilities to provide supplementary material, presentations, and links to other sources of information.

In Russia, only few universities use full internet courses, which need federal certification. That is not applied at IKSUR. However, for part-time studies with limited contact hours, internet courses would be very useful. The main problem is that many of these students live in other regions of Kaliningrad where there is no internet access.

7.4 Quality assurance

The quality assurance issue was addressed only shortly and would have probably required a separate working group.

Every five years, at the federal level, **university programs have to be certified (accredited)** by external expert committees. Over the last years, IKSUR has managed a fast development of its educational programs. The statistics show the impressive development of the program portfolio:

- In 1998, 13 programs
- In 2004, 20 programs
- In 2009, 36 programs were presented for certification

Some of these programs have no graduates so far, because they have started only recently.

During the program certification process, academic staff and students as well as university facilities are evaluated. There, a special focus is directed on innovative forms and methods of teaching and learning.

IKSUR is developing **quality assurance in the area of education with at the institutional and departmental levels**. For quality monitoring, both external and internal evaluations take place. The internal monitoring is organized during regular tests and periodical examinations. Evaluations involving external experts are important for assessing the performance of students during the final examinations. Recently, new forms of testing have been introduced: central testing exercises at the federal level, and also internet exams.

The IKSUR management is aware of the quality challenge and has organized an **international seminar** with external experts from the Finnish Evaluation Agency and the Russian Evaluation Agency. The quality issue is certainly a challenge for the professors, especially for the more traditional professors.

7.5 The European Credit Transfer System (ECTS)

In 2003, **IKSUR was amongst the first seventeen universities participating in the Russian experiment** related to the introduction of the European Credit Transfer System (ECTS). Now, about fifty universities are participating in the experimental stage. The university management sees that initiative most relevant for supporting student mobility and the development of double diploma courses, both important development areas for the University. It is possible that IKSUR will go for a full ECTS model.

For **student mobility**, the young age of the students is a certain problem. For many professors, the implementation of ECTS is seen as problematic and they are not enthusiastic about it. That is the reason why a more flexible approach is envisaged. From foreign experience, one can say that **finding a champion or a pioneering Faculty** is essential to stimulate such development and modernization processes within the whole University. The Faculty of Law in the EuroFaculty could play such a role.

As another aspect, the **opportunities for Russian graduates in the European labor market** were addressed. In the opinion of the VAP Team there are certainly opportunities (e.g. for law graduates in international firms). But also the outsourcing measures of large international companies (e.g. of legal and other services) was mentioned as possible development areas and opportunities for IKSUR.

7.6 General issues

Due to the good image of IKSUR, there is the possibility of getting additional money from the government. Based on well-prepared projects, the University may get non-earmarked money. Of course, such financial resources are never guaranteed because they are accessible only in a competitive manner. At present, an attractive opportunity is provided also for IKSUR by the participation in the **national competition** which would provide substantial increase in financial resources for university development in education and research. A proposal by IKSUR is being prepared and will be submitted in October.

Finally and in general, the **proficiency in foreign languages** was seen as one of the most important aspects, both for students and teachers. This is particularly relevant in the very specific situation of Kaliningrad.

7.7 Final reflections and suggestions:

The VAP Team appreciated the high level of awareness of the IKSUR management team on the broad spectrum of challenges IKSUR is facing. The changes from a mainly knowledge- oriented approach towards a competence based approach deserve special attention and effort. The challenge is to cope with a broad **spectrum of learning objectives**, oriented towards:

- Professional contents: know-how and expertise
- Professional processes: methods, problem solving, procedures and processes, and project management

- Horizontal behavior-related capabilities and skills: personal and social competencies, communication, the ability to work in teams, flexibility, creativity, enthusiasm, performance, and a positive attitude towards work and challenges
- Horizontal value-related capabilities and skills: impact assessment, decision making, responsibilities in specific goal-based situations on norms and values.

This requires **revisions to the contents of the study programs**, but also **new teaching and learning approaches** as has been discussed during the VAP visit. The VAP Team encourages the IKSUR management to move ahead on the development paths started in the EuroFaculty project already.

As the central challenge for most issues of development remains the **motivation of academic staff** and overcoming their reluctance to change. This will probably need the development of an incentive system based on good performance and preparedness for new innovative initiatives, possibly following a competitive approach.

The **pressing financial situation of IKSUR** is the major limiting factor for the development of the IT infrastructure supporting education. This demands, creative financing solutions.

The VAP Team got the impression that **distance education initiatives and programs** cannot be a priority for IKSUR under the present circumstances. However, in future development, strategies in this area of university activities should be considered.

In the area of **quality assurance**, connections to the impressive range of excellent foreign universities should be used to learn from their approaches and experiences for the further development of the processes and procedures established at IKSUR.

The **implementation of ECTS** should have high priority as it would raise the visibility and chances for success of IKSUR in the European student mobility schemes, and it would ease positioning IKSUR in the Common EU-Russia Space for Research, Education and Culture.

From the open and fruitful discussions in the working group, the Team offers some **suggestions for further consideration** by the IKSUR management:

- Stimulate and support **innovative approaches in educational programs**. Launch new, project-oriented innovation initiatives in educational areas on a competitive basis offering financial incentives for the academic staff following strict evaluation and monitoring procedures.

- **Strengthen contacts** to regional authorities, companies, and other organizations in the region. IKSUR should develop its role as a regional development center facilitating and moderating interaction between regional stakeholders in joint efforts towards commonly defined and agreed development objectives.
- **Improve the foreign language proficiency** of the academic staff. Offer structured programs and provide incentives for participation and good performance.
- **Promote participation in European and international education and research programs.** The new generation of European education and research programs starting in 2007 will offer ample opportunities also for Russian universities. Student and staff mobility and the participation in transnational collaborative research projects provide excellent opportunities for skills development of students and professional development of the academic staff. There is an urgent **need for a central resource providing information and assistance** for participation in EU and other programs and preparing promising proposals. **Professional staff** for such units is essential. Twinning arrangements with experienced units at partner European universities should be made for the training of staff. You have to get organized to be successful in European programs.
- **Spread EuroFaculty experience** across the whole University. Develop similar projects in other parts of IKSUR using European and other funding sources.
- **Introduce ECTS** step by step for all bachelor and masters programs.
- **Learn from partner universities** and develop **joint diploma programs and research initiatives.**
- **Improve the IT infrastructure.** Explore possibilities of European and other international funding sources, but also industrial and other sponsorship. The implementation of a wireless LAN should have high priority to provide general internet access. For supporting students to acquire laptops the possibilities of establishing a **loan system** might be explored in cooperation with computer companies, banks, and perhaps other financial sources like foundations.
- Consider opportunities for **additional income for academic staff** from outreach activities (e.g. continuing education and contract research) and eventually by developing new organizational structures as either non-profit or for-profit units of IKSUR.
- Use the opportunities offered by the **Common EU-Russia Space for Education, Research and Culture** to develop new ideas utilizing the unique position of

IKSUR as an outpost and bridgehead of Russia in Europe in the area of higher education and research.

8. Final feedback from and discussion with Rector Andrey Klemeshev

Rector Klemeshev thanked the VAP Team for the valuable comments and suggestions. He commented to a few topical issues. First, he emphasized the importance of the strategic plan and the **cooperative spirit in the rectorate** towards its implementation and achieving its objectives. However, it is a fact, that there is no complete consensus. It is quite normal that in such a time of transition some teachers would adhere to more traditional approaches with little motivation for change.

The VAP Team encouraged the Rector to **further develop the team spirit** and the responsibility of the Vice Rectors and - where appropriate and possible -also the deans. For the VAP Team, the **formalization of the IKSUR management team as a steering group** seems worth considering not only for decision support but also for utilizing the opportunities of delegating tasks under clearly defined conditions. Exploring the **possibilities of delegation** seems an issue worthwhile to explore, in order to disburden the Rector from small everyday decisions and give him more time for the important strategic issues and networking with stakeholders at regional and national level.

With respect to establishing **contacts to local employers** and businesses, he referred to the general development stage of private businesses in Russia and the peculiar situation of the Kaliningrad region under the law of a free trade zone. Firms are mainly small and medium-sized companies. But the VAP Team was glad to hear that there are some exceptional cases with functioning cooperation with the University.

There are very well established **contacts with the local administration**. However, it has to be taken into account that IKSUR is a state university under federal law. The University is not necessarily a high priority of the region. But the governor is open-minded and aware of IKSUR's important role in the region, and he is trying to do something for IKSUR. Under the current reform process, both a local ministry of education and a local agency for education have been established which is promising, although it also makes things more complicated.

Regarding the implementation of the **Bologna Process**, Rector Klemeshev pointed out that this is high on the discussion agenda in Russia. There are decisive efforts to understand and gain experiences regarding Bologna. The federal law is being prepared and paves the way for implementation of the Bologna principles although it also imposes some constraints. It is difficult to assess the possible consequences

and impacts in advance, especially regarding the qualifications of the graduates in comparison to the need of the labor market. Especially the future role of the “specialist” programs in relation to the new master courses is unclear. There are also differences between subject areas. Introducing the new system in humanities will be easy compared to engineering.

The VAP Team supported the idea to use the **EuroFaculty project as a role model** in the University, both for its approach to activating teachers and to using new technologies. The project is also used to promote good teachers taking up new initiatives.

In all respects the **transition process of the Russian higher education system** has to be taken into account. Certainly, IKSUR is putting emphasis on high quality.

Asked by the VAP Team about his **vision for the future development of IKSUR**, Rector Klemeshev emphasized that the University has to be strengthened in its role as a highly important part of the social infrastructure of Kaliningrad, but also in its general role for the whole Russian Federation.

The Rector also informed the VAP Team about plans to **renew the faculty structure**, as shown by merging the Faculties of Law and Economics as well as those for Mathematics and Physics. The VAP Team welcomed the ideas to **support interdisciplinary cooperation** between different faculties by attempting integrated approaches that include the humanities when dealing with complex real world problems. This addresses also the relations between chemistry and bio-ecology, and, more generally, the integration of ecological aspects in science studies. The VAP Team referred to the area of **eco-innovation** which is one of the priorities in the European Lisbon agenda. In the humanities, the **fostering of the languages of the Baltic region** and more general **Baltic studies** are highly relevant. Also, changing the library into a modern information center is an important task.

The Rector emphasized that **discussions with outside experts** is very important, and often easier than internal ones. **Staff development** is high on his agenda as an important aspect of managing change. In taking the lead, one has to find a balanced tempo in order to avoid a split in the academic staff between those who are ready to move ahead in new directions and those that are more reluctant. Strategies have to be changed and adapted continuously as **rolling plans** in order to arrive at an optimal speed of development.

Finally, Rector Klemeshev underlined his **trust in the students**, the new generation that is entering the University. He supports the idea of **strengthening student representation in the Academic Senate**.

9. Summary

The VAP Team was impressed by the high level of problem awareness of the IKSUR management in the specific situation of the University as the most-western higher education institution in Russia, and by the openness in the discussions. IKSUR faces a complex set of challenges due to tangible and intangible problems, both in the internal and external contexts. Despite legal, financial, and personal constraints, the Rector, and Vice Rectors are doing their best within the room they have to maneuver.

The visiting time was certainly in no way sufficient to deal in-depth with the defined priority issues. Therefore, the comments, recommendations and suggestions are based on impressions rather than careful analysis, based only on the study of the preparatory material and the discussions during the short stay of the VAP Team at IKSUR.

The detailed comments can be found in the individual chapters of the report. In this final summary, only the priority aspects of the VAP Team's findings are summarized:

- It will be important that the momentum of the transformation process is kept by safeguarding the motivation of the top IKSUR administration, but also mobilizing the whole academic staff as well as the students.
- The VAP Team is convinced that the commitment of the key persons involved can be substantially supported and strengthened when the strategy implementation processes are characterized by teamwork, transparency, mutual trust, and joint ownership in a formalized steering group at the top university management level. This is certainly a management challenge for the Rector. However, the VAP Team was impressed by the deep insight and sensitivity of Rector Klemeshev and is convinced that he will be able to ensuring such a quality of the management processes in the further developments. This holds true also for the relationships within the rectorate and between the rectorate and the Faculties.
- Such an organizational development should disburden the Rector from dealing with small-scale everyday problems and provide him with ample time for concentrating on the most important strategic issues as well as for communicating with the relevant stakeholders at regional and federal level. IKSUR has the potential to become a powerful engine for regional development, bringing together regional stakeholders in collaborative actions such as cluster formation for the benefit of the Kaliningrad oblast's economy, society and environment.
- The VAP Team was glad to see the Rector's preparedness to strengthen the involvement of students. This will facilitate spreading vision and mission of the University to the student community and support the process of developing IKSUR's corporate identity.

- The VAP Team is concerned about the developments of the legal framework that might lead to a reduced autonomy of the University. This would be in contrast to the general nature of the Bologna process.
- The challenges are pressing, but tangible and intangible problems will have to be dealt with jointly, following clear priorities regarding the most pressing issues.
- Restructuring of the faculties according to up-to-date requirements, as well as attracting and retaining young, capable, and committed academic staff, has high priority.
- Further developing the contacts and interaction with business and government at the local level will be an important task, requiring the continuous attention of the university leadership.
- Communicating with the federal government is an obviously highly relevant task for the Rector, especially considering the outstanding geopolitical situation of IKSUR.
- Developing a system for keeping in touch with the alumni would ensure relevant feedback for updating the study programs, and also offer many opportunities for deepening IKSUR's contacts and cooperation with the outside world to the benefit of both the academic community and the students.
- The traditional structure of IKSUR calls for transition and change. This means optimizing the academic structures oriented towards satisfying the needs of the regional labor market, while at the same time meeting the requirements of a modern higher education institution acting in a more and more international education market.
- The consequences of the vast horizontal spread of the study programs will need careful monitoring and possibly adequate re-adjustments at an appropriate point in time.
- For the future, emphasis should be put on establishing interdisciplinary and trans-disciplinary programs based on an approach oriented towards competencies and in accordance with both the needs of the labor market and the complex problems of modern society.
- Accelerating the Bologna process, implementing ECTS, and further developing the approaches for quality assurance are the important tasks needing the attention and commitment of the university leadership. The EuroFaculty project has the potential to take the lead and play the role as a "champion" for supporting these processes.

- For all processes of change, the motivation and dedication of the academic staff is key. The VAP Team sees a need for developing a set of measures providing incentives and encouragement, including in financial terms. Of course, such initiatives have to be based on high-quality standards following a competitive approach and strict monitoring of performance. Also, new organizational forms (especially related to university outreach activities like continuing education and research consultancy) may be considered for providing opportunities for additional income in the frame of IKSUR activities and not elsewhere.
- Participating in European programs, utilizing the opportunities for staff and student mobility, and cooperating with European partners in attractive research projects will offer excellent development perspectives for the University at personal and institutional levels. In order to support such efforts via appropriate information and assistance, the necessary structures and resources have to be provided by the university management. Experiences, such as those of the new EU member states, show that universities have to get organized in order to benefit from European and other international programs. Such participation would also support further integration in the different Baltic Sea networks and other cooperative initiatives.
- The enabling environment formed by the Common EU-Russia Space for Research, Education, and Culture, together with the Seventh Framework Program, TEMPUS, and Erasmus Mundus, bears the potential to strengthen the international links of IKSUR in its role as an outpost and bridgehead of Russia.
- In general, the well-established partnerships of IKSUR should be further developed and utilized for mutual learning, establishing joint degree courses, and deepening research contacts and collaboration, (which can also be supported by EU funds).
- Innovating the educational processes throughout the University is a major challenge. Reducing contact hours and encouraging self-organized learning of the students while at the same time introducing new teaching methods and learning environments have to be high on the agenda. This is certainly an area where the motivation of academic staff is essential since the teachers' professional attitudes are transmitted to the students.
- The lack of adequate IT infrastructure is a severe limiting factor. If government funds will not be available in the future, (e.g. from the national competition), other innovative solutions have to be sought, (e.g. sponsoring or adequately designed loan systems for students).

Finally, the VAP Team expresses its sincere thanks to Rector Klemeshev and his highly committed team. The working parts as well as the social framework were of

highest quality with regard to both contents and atmosphere. This was an exceptional experience and the VAP Team was impressed by the efforts of the whole team in an absolutely special and unique situation and in a challenging period of time.

All members of the VAP Team would be glad to offer support and cooperation should such a need would evolve in the future.

Visiting Advisors:

Manfred HORVAT (Team Leader), Austria

Manfred Horvat is an independent advisor and professor for International Research and Technology Cooperation at the Vienna University of Technology; and the former director of the Division for European and International Programmes (EIP) of the Austrian Research Promotion Agency (FFG). FFG-EIP is the Austrian national contact point organization for the European Union's Sixth Framework Program. Prior to this, Professor Horvat was director of BIT the FFG-EIP's forerunner organization, and also served as head of the Innovation Relay Centre Austria and its predecessor, the VALUE Relay Centre Austria. Since the early nineties, he has been very active in the process of integrating EU candidate countries from central and eastern Europe into the EU research, technology, and education activities, and was one of the first actors to initiate the integration of the Western Balkan countries into the EU research and development activities. Before his activities in research management at national and international level he was director of the University Extension Centre of Vienna University of Technology from 1980 to 1993. In the seventies he was assistant professor for fluid dynamics at the same university. Currently, Professor Horvat teaches at the Vienna University of Technology and works as an independent advisor for national and international authorities and organizations.



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Paul Carttar is a special advisor to the chancellor and former executive vice chancellor for external affairs at the University of Kansas, Lawrence. Before coming to University, he was chief operating officer for the Ewing Marion Kauffman Foundation in Kansas City, Missouri, one of the nation's largest private foundations. An expert in strategic planning and nonprofit management, in 1999, Mr. Carttar co-founded the Bridgespan Group, a Boston-based management-consulting firm. His professional career began in 1977 as assistant economist and budget analyst for the U.S. Senate Budget Committee. Later he served as a research assistant to Arthur Burns, former chairman of the Federal Reserve Board, and was selected to serve in Bonn as special assistant to the ambassador to West Germany, responsible for monitoring and assessing U.S. economic and political developments, speechwriting, and other functions. Mr. Carttar returned to the United States to join Bain & Co. Inc., a worldwide management-consulting firm in San Francisco, and then served in various marketing, planning and general management capacities with companies in the healthcare industry. He holds an M.B.A. from Stanford University, California.



Helene KAMENSKY, Austria

Helene Kamensky is program director of the Salzburg Seminar, where she is responsible for the development and direction of academic programs on higher education 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.



Mykhailo ZGUROVSKYY, Ukraine

Mykhailo Zgurovskyy is rector of the National Technical University of Ukraine "Kiev Polytechnic Institute" and director of the Institute for Applied System Analysis of the National Academy of Sciences of Ukraine. From 1994 to 1999 he served as minister of science and education. He is an academician of the National Academy of Sciences of Ukraine and an academician of the Academy of Pedagogic Sciences of Ukraine. He is the head of UNESCO Chair "Technical Higher Education, Applied System Analysis and Informatics". His scientific interests lie in the sphere of system analysis and new information technologies, intellectual decision making systems, project management. Professor Zgurovskyy is a graduate of the Kiev Polytechnic Institute.



Schedule:

Time	Topic
Sunday, October 1, Arrival Day, Orientation and Sightseeing in Kaliningrad	
17:00	Arrival
17:45	
19:00	Dinner
Monday, October 2, 1st Day of Program	
10:00 – 11:30	Meeting with the Rector & Presentation of the program
10:30 – 11:45	Coffee break
11:45 – 13:00	Working Group III: <i>Technology in Higher Education</i>
13:00 – 14:00	Lunch
14:00 – 15:30	Working Group III: <i>Technology in Higher Education</i>
15:30 – 15:45	Coffee break
15:45 – 17:00	Working Group II: <i>Implementation of strategic plan: priorities, issues, challenges</i>
15:45	Arrival of Mr. Mads Meinert
16:45	Arrival of Mr. Zgurovskyy
17:00 – 18:00	Team Debriefing Meeting
18:30	Welcome Dinner
Tuesday, October 3, 2nd Day of Program	
09:00 – 10:30	Working Group II: <i>Implementation of strategic plan: priorities, issues, challenges</i>
10:30 – 10:45	Coffee break
10:45 – 11:30	Working Group I: <i>Academic Structure and Governance within the University</i>
12:30 – 13:30	Lunch
13:30 – 14:30	Working Group I: <i>Academic Structure and Governance within the University</i>
14:30 – 15:30	Coffee break
15:30 – 17:00	Working Group II: <i>Implementation of strategic plan: priorities, issues, challenges</i>
17:00 – 18:00	Team Debriefing Meeting
18:00	Visit to Svetlogorsk
Wednesday, October 4, 3rd Day of Program	
09:00 – 14:00	Preparation of Report
12:30 – 13:30	Lunch
12:55	Departure of Mr. Mads Meinert
14:00 – 15:30	Presentation of the Oral Report to the Rector and the University Team
15:30 – 16:30	A tour of the city
16:30 – 19:00	Spare Time
19:00	Farewell Dinner
Thursday, October 5, Departure Day	

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-eight 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)

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FOR MORE INFORMATION

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