



**THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR
VISITING ADVISORS PROGRAM**

**PERM STATE UNIVERSITY
PERM, RUSSIA**

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Introduction

Perm State University (hereinafter referred to as PSU) is a Russian Federal Educational Institution founded in 1916. The emergence of the University in the Urals was the logical development of the ideas and geopolitical ambitions of Russia. This huge region with an enormous industrial potential needed its own academic, teaching and educational center. Initially, PSU was set up as a branch of St. Petersburg State University. Nowadays there are 105 full professors, 406 Ph.D. holders, more than 330 post-graduate students, 755 members of teaching staff and 12,790 students.

PSU consists of eleven faculties (history and politology, philology, mechanics and mathematics, physics, law, biology, geology, chemistry, geography, economics, philosophy and sociology) with seventy academic departments. It has eight museums, a botanical garden, its own publishing house, a Natural Science Institute (NSI), the Center of New Information Technology, Data Computer Center, Computer Network Node (CNN), Lyceum and the Special Design Office (SDO).

The Special Design Office (SDO) is a research and production unit based on research divisions of the faculties of physics, mechanics and mathematics. It performs a complete cycle of works from scientific investigations and designing to pilot samples and commercial productions. The main focus of research includes precise thermo-regulation and special systems of development, development of radio-electronic instruments and systems for testing, accounting and control of objects and engineering procedures, and investigation of complex dynamic and stochastically distributed systems. The following instruments are designed and produced: devices for large-scale photographic systems, pilot samples of precise

thermal stabilization instruments, devices for commercial accounting of thermal power, micro-processors for tomography, etc. SDO experts give lectures, conduct seminars, and supervise graduate and diploma theses. Students participate in the research work of the SDO to acquire research and designer (construction engineer) skills.

PSU maintains regular contacts with Oxford University, several universities in France, Louisville University in the U.S.A. and many universities in Central Europe. The University teaching staff participates in fourteen programs within the Russian Federation. The most important among them are “Universities of Russia” and “Ecology of the Western Urals.” International grants include three grants from the Ministry of Higher Education of France and a grant from the European Economic Community. The Soros Foundation finances six projects.

The Visiting Advisors team was very impressed by the hospitality extended by the University administration. We were offered excellent accommodations, meals, very impressive cultural programs, and computer facilities. All of the University personnel who participated were interested in the discussions and stressed the importance of this visit by Salzburg Seminar consultants for the University’s advancement.

The sessions involved seminar-type discussions that focused largely on the three main issues identified by the University administration—academic structure and governance within the university, the role of the university in the emerging civil society and market economy, plus the role and needs of students in institutional affairs. Concentration on these three main issues enabled us to devote our efforts to the careful analysis of the topics, which are considered by the University leadership to be the most important at this time in terms of institutional development. Therefore, our report below is based on our observations and recommendations in accordance with the three main topics of discussion.

Contextual Overview

Over the past few decades, the structure, purpose and financing of higher education has changed rather dramatically in most countries. While there are considerable differences among countries, the consultants from the Visiting Advisors Program (VAP), who have collectively worked with institutions in over thirty countries, believe that there are a number of universal trends that are worth considering when any given institution is planning for its future. And while the VAP consultants, or anyone else for that matter, can predict which ones are most pertinent to Perm State University’s situation, we encourage the institution to reflect on these common themes as they outline their strategy for charting a successful course for the new millennium.

A major trend in higher education across most countries is the movement from self-contained institutions that operate in isolation from society, towards a model in which the University is closely connected to other governmental, cultural and private sector institutions. While for centuries universities took great pride in total autonomy in terms of intellectual thought, self-governance and allocation of resources, today most countries demand a more open system in which the

universities work closely with outside institutions. To be effective, many universities form loosely coupled networks to work jointly on a myriad of social, political, and economic ventures. In today's more complex world, universities, businesses and governmental agencies are learning ways in which to form partnerships in order to reach their own goals and society's goals.

Another important trend is the lack of State funding for universities in most countries. While at one time State allocations for students, research projects, and capital projects funded a substantial portion of a university's budget, this is no longer true for a number of reasons. The reasons include the following: the percentage of students who attend universities is increasing faster than the State can increase funding; the aging population is increasing the cost of health care; the cost of pensions is rising dramatically; and the cost of sophisticated technological equipment is escalating rapidly.

The decrease in State support means that most universities have learned to develop alternative revenue sources to augment their budgets. The strategies for attracting external revenues vary, but frequently include attracting more commercial students, creating executive management programs, establishing satellite or branch campuses, adding evening and weekend programs for adult working students, and introducing distance learning programs, corporate research projects, incubator projects, start up companies, joint university/corporate companies, and of course fundraising.

However, as societies become more open, and universities form partnerships with outside entities, these outside groups insist on results at a reasonable cost. As these groups demand accountability, there is a loss of autonomy that can be disquieting and, therefore, must be carefully managed.

However, the danger of not forming partnerships is more dangerous. For example, in most countries in which universities have not been responsive to students, government agencies, corporations, and other partners including private for-profit educational institutions have emerged to satisfy those unmet needs. For example, private universities like ORT have established successful campuses in South America, and the University of Phoenix in the United States and the Open University in the UK offer a wide variety of distant education courses. In addition, large corporations create their own education departments when they are disappointed in traditional higher education. For example, in the United States corporations now spend more on higher education than do all the universities in the USA combined.

As universities have become more complex (new partners, higher accountability, more competition, etc.), there has been a movement toward more clearly delineating the organizational and decision-making structures. Typically, the University's President becomes more like a corporate CEO who is responsible for developing institutional strategy, creating outside partnerships, and fund raising. The President is then usually supported by a Senior Vice President/Provost who manages the internal operations of the University through the other Vice Presidents. The important point is not the specific organizational structure design

but the fact that it is redesigned so that these more complex structures can be managed.

As stated earlier, these global trends have had profound effects on the way in which universities operate today. As institutions of higher education have entered a more competitive market environment, most universities have become much more complex in order to be more responsive to outside constituents. They must develop entrepreneurial ventures, create partnerships with corporations and regional economic development agencies, and seek grants from international foundations. This increased complexity in turn has forced universities to invest more power in the office of the Rector so that he/she can effectively coordinate the multiple activities and decision-making processes that take place in today's more complex institutions.

While a more powerful Rector brings greater stability to this more complex and sometimes turbulent environment, effective action cannot take place unless there is a strong strategic plan to enable the University to operate as a unified institution. The strategic plan provides a direction to the university, its departments, and its personnel. This plan identifies the most realistic opportunities for excellence and growth, sets the priorities for alternative initiatives, develops goals to be reached, and lays out action steps to reach those goals and objectives. If conducted properly, the planning process, which should include representatives from a broad range of colleges and departments, should forge a shared vision for the future; a vision that most internal and external constituencies can enthusiastically support.

Areas of Focus

This section focuses on the visiting team's observations about the three issues identified for discussion by Perm State University: (1) the role of the university in the emerging civil society and market economy; (2) student needs and the role of students in institutional affairs; (3) academic structure and governance within the university. Based on the information available to the Visiting Advisors, the team presents observations concerning each of the three areas, to be followed with recommendations in the final section of the report.

The Role of the University in an Emerging Civil Society and Market Economy

The personnel at Perm State University should be complemented on the progress they have made during the transition decade of the 1990's. Shifting from the centralized-redistributive system of the Soviet period in which (a) the University primarily trained highly specialized experts, (b) students were centrally allocated to specific academic programs, and (c) substantial numbers of graduates were placed in centrally planned employment, to a more open economy certainly was a wrenching transition. With reduced funding, less centralized support for specific academic programs but a high degree of centralized regulation, PSU faced new challenges that required substantial changes.

PSU was now operating in a new complex socio-economic environment within a set of different conceptual frameworks. The social and economic framework is determined by the different demands and constraints of the Perm region. The University must now work closely with many different governmental, quasi-governmental and corporate entities in order to garner the fiscal and political support to thrive. Naturally, these nascent activities must be carried out in an institutional framework that is shaped by the traditions of PSU, its faculty, students, staff, and administrators. As with any institution in any country, while these traditions provide stability for that community, these traditions also provide resistance to change and reform. As PSU moves forward it must take these traditions and the political administrative framework of different federal rules and regulations into account when charting its new strategic direction.

In response to these changes, PSU has redefined its mission to focus on the social, cultural, and fiscal vitality of the Perm region, the satisfaction of students and academic quality. More specifically the stated objectives were:

1. To support the transition of the society and economy in the Perm region and in broader Russia with training professionals according to the demands of the society and economy
2. To satisfy the needs and expectations of individual students who enroll at PSU, and
3. To maintain the high academic level of teaching and research at PSU.

To date PSU has made considerable progress toward these objectives, plus many others, in order to respond to the emerging needs in the Perm region. Both the municipal and regional governments, as well as local and international corporations, need employees who are well versed in subjects relevant to the social demands and the new market economy such as business education, market economies, legal studies, and political science. To PSU's credit, the institution has already established these disciplines and is learning how to implement them.

In terms of creating linkages with outside organizations, the Rector and his council are closely involved with different regional bodies, social organizations, industries, as well as the arts. Communication with these outside organizations has led to a number of developments that will benefit PSU in the years to come. As the process matures, the Rector will need to increase the number of PSU employees who take leadership roles in developing these types of partnerships. The responsibility for broadening this network must fall on Deans, department chairs, and selected faculty members.

Another adjustment to the market economy is the rapid growth in fee-paying students to supplement the State appropriations. While PSU wants to maintain a balance between fee-paying students and students supported by State appropriations, the reality is that the University will need to attract more fee-paying students, particularly those students who work at international corporations that subsidize student fees. Over time, as these university-corporate relationships strengthen, corporations could be willing to provide grants for equipment, professional development and contracts.

While a number of curricular changes have taken place, some structural changes are worth considering in order to be more effective in a more democratic and economically competitive marketplace. First, while the level of the Rector's communication with the community is encouraging, the faculties and departments, in many cases, appear to be a bit isolated from the demands of the emerging civil society and the economy. In the more applied fields such as business management, accounting, law, and engineering, the question arises as to the level of connectivity between the faculty members and practicing professionals in their fields. To what degree do faculty members need to be involved in providing consulting services to local firms, organizing conferencing for top-level professionals in the area or conducting contractual work for companies? These types of professional activities enrich the teaching/learning process in the classroom, and provide the link between theory and practice that today's students demand.

Student Needs and the Role of Students in Institutional Affairs

It is clear that the student body and student expectations are quickly changing at Perm State University. A number of students complain that their studies at PSU are not preparing them enough for "real life." The courses are not "practical enough," not "relevant enough," and too academic. It was also a general complaint that they do not get enough individual academic and career advice and their feedback and comments are not recognized.

In addition, because of the low birth rate in Russia, the school-age population will decrease over time. The long term result is that the University will have to both ensure that its programs are attractive to traditional age students and to develop new programs that will serve an adult population which will need to be retrained numerous times. As we know, tomorrow's adults will change occupations more frequently and will need to learn new skills even if they remain with the same company. Each of these populations is quite different and needs programs tailored to their specific needs.

In terms of the traditional age student, they are demanding a more practical approach to education both within and outside the classroom. Over time, these students will gravitate toward institutions that link theory to practice in very concrete ways. Case studies, simulations, internships, team projects, and field-based projects are just some of the strategies employed today to accomplish that end.

In addition, the more progressive programs at universities expose students to one of the most quickly developed phenomena in industry today—the need to make decisions with limited time, limited data, and limited supervision. In the past, most university academic programs stressed that good managers needed to gather complete information before making decisions. However, while this is still a good proposition for more theoretical research, it is no longer true in many of today's fast-paced organizations. In today's world, often if a decision is delayed, a competitor will act more quickly. As time progresses, it is this kind of experience that students will expect in their coursework.

Many institutions today see their students as current and potential partners after they graduate from the University and develop their careers in government or business. Universities must constantly cultivate their graduates so they will remain lifelong members of the University. Over time, they will provide the connections and resources that the University will need to prosper.

Academic Structure and Governance Within the University

One of the key concepts concerning organizational structure, governance and decision-making is drawn from the architectural notion that the form of a building (in this case organizational/governance structure) should be shaped by the types of activities and functions that take place in that building. In a similar vein, it is instructive to think about what types of governance structures successfully facilitate the desired behaviors that must take place for PSU to be successful in this new market economy.

As mentioned earlier in the report, one of the consequences of the transition to a civil society is that the central government is no longer charged with developing a long-range strategy for a single university or an ensemble of universities throughout the Russian Federation. Thus while individual universities or clusters of universities are taking more responsibility for the direction of their institutions, the contradiction is that PSU will still have to work within the context of strict federal rules and regulations. As in most countries, there is always the annoying reality of having to comply with federal rules and mandates on one hand, and to meet the challenges of a dynamic economy on the other hand. Hopefully, via a coalition of powerful Rectors from leading institutions across Russia, the state universities will be able to liberalize the federal rules and regulations that deter these institutions from more freely seeking their own destiny.

As was mentioned in the “emerging civil society and market economy” section, PSU might find it useful to rethink all the study programs, fields of research and other activities in the context of identifying in what academic services area the University has specific strengths and competitive advantages over other universities. Over time, universities which emphasize three, four or five key areas of excellence can build a national and international following that attracts resources from foundations, corporations, and governmental agencies. In a “free market economy” many institutions have learned that from a marketing perspective they must “brand” their institutions with a special emphasis. In order to do that, the University must identify core competencies and determine which core competencies the marketplace needs, and complete an analysis of their competitors. This process cannot be done within PSU alone; it must be done in the context of the needs of companies and governmental agencies and in relation to other institutions of higher education in the region.

The overall strategic plan should be based on an agreement among all relevant corporations, government agencies, and other higher education institutions in the region to form a common strategy that contains elements of competition and cooperation and a division of tasks. Since to date most decisions about programs, activities and future developments were made at the federal level, the

growing distance from the federal government makes it urgent to develop a coalition of organizations with a joint strategy to discuss with the federal ministry. This will strengthen the process of mutual learning, even though it will cause some tension between the coalition of state-owned universities and the federal ministry that is used to the system of promulgating and enforcing strict rules.

The internal process of developing this strategic plan will require that PSU assess itself carefully to determine the strengths and weaknesses of each unit at the University. There is an internal as well as an external process involved. The Visiting Advisors were told about a very well developed system of regional networking and conferencing with a number of governmental agencies and universities. PSU can use this foundation as a basis for expanding its network, which will help them develop a strategic plan.

Once the analysis of core competencies, market conditions and competitors is completed, the strategic planning process should include a view of the internal structure of PSU. Is the internal structure of PSU consistent with the new strategic direction and does this structure provide a strong decentralized mechanism forcing departments and the faculty to work more directly with outside groups? The team had the impression that this is not the case under the current structure. Instead, the current structure of the faculty and the departments is still based on a rather long tradition and may no longer be aligned with the dramatic changes in science and humanities, in the labor market and in the commercial world. Perhaps new lines of organization and authority should be drawn between the subjects and new groups should be established to cater to new types of programs and projects. The team was informed about a number of very impressive innovations, of new approaches and new concepts, and the organizational structure should follow those changes.

To emphasize a more intensive integration of teaching and research, PSU may want to reassess the relationship among the central units and the departments. As we have seen in many fields of science and research, new ideas, and new inventions, occur mainly at the borders of traditional discipline rather than in the core. Therefore, it is necessary to develop an atmosphere of creativity among subject areas by bringing disciplines together and financially supporting them. In this way the University creates flexible units for individual projects, which include experts from different subjects and areas. It is a synergetic approach that is based on the belief that the whole is greater than the sum of its parts.

This more decentralized approach will require some fundamental changes. For example, the Rector, as the representative of the University, will need to delegate more in order to take advantage of the new system, which relies on more creativity at all levels, so that the central level is not overloaded. Therefore, the University must consider the distribution of power within its walls and determine the distribution of power within the University community.

For example, the expansion of outside activities—study programs, the placement of internships and graduates, research projects, contract work and technology transfer—requires decentralized units with considerable autonomy. To leave

these outside contacts at the central level would produce severe stress at both levels.

All of these organizational changes raise the question of management training and external consultancy. As with other systems of higher education moving away from a strictly state-ruled situation to a more and more autonomous one, there is need for professional help. While assistance from public administration, organizations and commercial enterprises may not be helpful, PSU could establish a network among institutions of higher education in the region to discuss problems and generate solutions. This regional network could in time link to other international groups to assist them in this process. Foundation funding would be needed to accomplish these activities.

Recommendations

1. Managing Change, Governance and Strategic Planning

There are four parts to this recommendation. First, as with any process of change, at least in a civil society where change cannot be dictated, we believe that educating all employees and students about the issues confronting the University is an important step in developing a common understanding and a universal acceptance of the need to change. This program requires an internal communication plan that informs and engages employees in this analytical process. Sharing a clear analysis of the situation through community meetings, coordinated departmental meeting, newsletters, e-mails, skits or plays, etc., are all mechanisms to spread the message. While some believe that one or two communiqués are enough, the reality is that an organization needs an integrated plan that repeats the message over and over.

The second suggestion is to develop more clearly delineated organizational and decision-making structures that can work more efficiently in this emerging and very complex university model. We recommend that the institution should consider conceptualizing the University more in terms of a corporate model. While this is a bold step, it is worth considering. In today's complex world, many university presidents do not have sufficient time to devote to strategic thinking, to developing outside relations, and to conducting internal operations. To remedy the situation it may be wise for the Rector to concentrate on the first two (strategic thinking and developing outside relations) and consider appointing a Senior Vice Rector/Provost to manage the University's internal affairs by working directly with the other Vice Rectors.

For this model to work, the Deans, and perhaps department chairs, would work with both the Rector and Senior Vice Rector, depending on the task. For example, if a Dean was developing a new program with the regional government, he might work closely with the Rector to ensure that all of the appropriate regional officials were consulted. However, when redesigning academic programs the same Dean would work exclusively with the Senior Vice Rector because that would be an internal matter rather than an external one.

This type of arrangement is important for two reasons. First, it means that the Rector can spend most of his time strategically positioning PSU for the future. The University needs to understand how it can better serve government, foundations and international corporations if it is going to garner the resources it needs to flourish as federal subsidies continue to shrink. Since these activities occupy virtually all of the Rector's time, he needs an individual to effectively manage the internal affairs of the University.

Secondly, since it is impossible for one individual to meet with all of the outside constituents, the Rector needs to enlist Deans and department heads to initiate new projects with a host of individuals in government and industry. While others work with these outside groups, the Rector must oversee these efforts to ensure that there is a coordinated PSU effort. While it may be difficult for some Deans and department heads to report to both a Rector and Senior Vice Rector, this type of "matrix organization" is becoming quite common at many universities.

Naturally this more centralized/decentralized system is difficult to implement unless there is a strategic plan that everyone understands. The strategic plan must recognize outside threats and opportunities, set priorities, and provide a framework so that all units can work toward a common goal while at the same time allowing for creativity, individual initiative and an entrepreneurial spirit. Commitment to common goals/outcomes rather than to a common set of procedures or practices is the key to success. While a centralized, common framework keeps everyone coordinated, the delegation of authority and responsibility to lower levels in the organization draws on the talent of others, therefore increasing the time and energy available for many unmet common goals.

Finally, when managing change, we recommend that the University design a plan that gives employees a sense of security and hope for the future. It is important, if at all possible, to provide a sense of stability and familiarity when asking people to change. People need to know how they fit in, why their job is important, and be comfortable enough to be able to accept change. A true balance must be struck between the sanctity of the familiar and the excitement of new challenges.

2. Retraining for Curricular and Pedagogical Reform

We believe that in order to satisfy the needs of the emerging civil society, further changes need to be implemented in the curriculum and teaching methods. Courses need to be evaluated by both the students and outside reviewers from other higher education institutions as well as practitioners (businessmen, lawyers, managers, etc.) The feedback from and the interactions with these outside professionals provide a dialogue that links theory to practice. While academics typically understand the theoretical framework frequently overlooked by practitioners, practitioners understand how to put those broader thoughts into practice.

In order to maintain and further enhance its academic quality, PSU might consider establishing "centers of excellence" when they have a comparative advantage over other institutions of higher education. Clearly one way to gain a

national reputation is to excel in three or four areas where there is limited competition. For example, giving special emphasis to ways in which companies use computers as a tactical advantage might differentiate the PSU business program from its competitors. Such centers can receive support through the TEMPUS program of the EU.

In addition to the above, professional development retraining opportunities both within Russia and abroad will promote pedagogical methods that are more consistent with learning in more democratic educational settings. For example, students noted the dominance of the “one-way” learning processes in which formal lectures account for close to 100 percent of classroom activities. It is clear that students want more class discussion, case studies with real-life examples, analysis of start-up companies in Russia, simulations, role-playing and other forms of active learning.

In addition to pedagogical changes, students also mentioned the need for more individual academic and career planning advice. The team sensed that students felt adrift in terms of the employment opportunities that were open to them and the best way to proceed. Therefore, it seems appropriate to recommend the establishment of such services, which can serve other goals such as linkages to alumni, employers and professional organizations.

3. Alternative Revenue Streams

The Visiting Advisors recommend that the University consider focusing intensively on a series of alternative revenue streams. If the federal budget allocation to the University does not substantially increase, many different units need to aggressively seek a broad range of entrepreneurial and fundraising activities. An individual should be charged to develop a comprehensive plan that coordinates these efforts. Many of these were documented in the introduction section and do not need to be repeated here.

However, we will elaborate more on the distance learning initiative since the University showed specific interest in this type of venture. While a number of universities have experimented with two-way video, CBT (computer-based training), and VCR courses, most consider Internet-based programs the most promising. The advantages are that the lessons, class discussions, and support materials can be placed on computer file servers so that students and professors can work on the course seven days a week, twenty-four hours a day (asynchronous). The key to learning is to fully engage students with the material, with other students, and with the instructor. The techniques to meet those goals are mandatory group discussions two times a week, weekly e-mail with the professor, and frequent projects to encourage the integration of material. While this process sounds as though there is limited professional and personal contact, most professors say that the students learn more in these courses than they do in the classroom. They also report that through frequent e-mails, faculty members become better acquainted with their students because students tend to share more electronically than they do face to face.

4. Linkages to Other Organizations

As was stated in both the “emerging civil society and governance” sections, PSU needs to continue to broaden its linkages with both governmental foundations and corporate organizations. While clearly the University has made great strides in reaching out to other institutions, it needs to broaden both the depth and breadth of these activities. Already, grants for the University’s computer/internet facilities, resources from the region’s government, contracts with corporations and the international programs have established a solid foundation for further expansion. However, in order to expand, PSU will need to assign more people and resources to these endeavors in order to generate the additional revenues that the University will need in order to thrive. Also, as was stated previously, PSU needs to decentralize the responsibility for a number of these contacts and operations so that the central office is not overloaded with too many communications and negotiations. Clearly, more department chairs and business, legal studies and political science faculty members need to work directly with their professional counterparts in the community. The decentralization of these activities along with the addition of a Senior Vice President to focus on internal affairs will facilitate this transition by freeing the Rector to work with others in the organization to establish those external connections.

5. Technology

While the University’s new student computer lab and network is a major addition to the academic program, clearly additional funding from foundations for rapid expansion of these facilities should be a high priority. The PSU administration and numerous faculties recognize the importance of incorporating technology into the curriculum. However, in today’s academic, business, and civil society environment, it will be difficult to stay abreast of the latest technologies and efficiencies without the appropriate computer equipment, software, and networks to support these efforts.

Likewise, it is clear that there is a great need for improved administrative computer systems. Today’s universities, in order to work in an efficient manner, need the appropriate computer systems to manage the enterprise. Accurate and timely information is key to all management decisions in an open market economy. Foundation funding will be needed to accomplish this goal.

6. Students as Lifelong Partners

The consultants recommend that the University view the students not only as students in the traditional sense, but also as lifelong partners. While most universities utilize students in research and teaching projects, as students they can also play an important role in assisting in the improvement of instruction, recruiting other students, and being ambassadors to the local businesses. By completing course evaluations they can inform professors whether instructors are employing effective teaching methods. This feedback loop can be very helpful. It is natural that most universities do not ask students to comment on issues of course content since students may not have the necessary experience.

After graduation, students can be useful in making contacts with the organization at which they work to establish field internships, entrepreneurial contracts, research contracts, job placement, and hopefully corporate donations. Also, in the future they may personally donate resources to the university.

Finally, the Advisors recommend that the University consider developing a career placement office that assists students in resume writing, personality testing as it relates to job satisfaction, mock interviews, and appointments for job interviews. Many universities in the United States have found that high job placement rates can be used as a good marketing tool.

Concluding Comments

The Visiting Advisors take the opportunity to once again thank the Rector, Vice-Rectors and their colleagues for the wide-ranging discussions held during the week. Also, we express our sincere thanks to the interpreters, the caterers, the drivers, and to the many people who made this visit successful.

For each member of the team, it was a memorable and valuable learning experience. Team members learned a great deal about Russia's contextual environment, the challenges that it is facing, and the constraints under which PSU must function. We complete this mission convinced that we have gained at least as much as we have given, and we stand ready through the Salzburg Seminar to maintain our connection with the University, whose continued advancement we will follow with great interest.

We strongly believe that the future of PSU depends on tapping new revenues, creating new incentives and organizational structures, and building new partnerships. We sincerely trust that our report will make a contribution in realizing the goals of changing and strengthening PSU, so that it can play an important role in the development of Russia in the 21st century. We conclude by expressing our best wishes for the future development and continued advancement of the Perm State University.

The Visiting Advisors Program of the Salzburg Seminar's Universities Project, particularly the visit to the Perm State University, has been made possible by a generous grant from the Kellogg Foundation.

Visiting Advisors Team

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Dr. Brinckmann is former president of the University of Kassel. Prof. Dr. Brinckmann joined the University of Kassel in 1972 as a professor of public law and public administration. He has studied law (Ph.D., University of Bonn) and applied mathematics/communication engineering (Dipl. Ing. Technical University of Darmstadt). He combines these two subjects in the research field of computer science of law and administration. Prof. Dr. Brinckmann's scientific studies focus on the modernization of the public sector and on the changes of structures, processes and products in public services, administration and politics by means of new information and communication technologies.

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Dr. Perry is President of Champlain College in Burlington, Vermont. He became the sixth president of Champlain College in 1992. He has been at the College since 1982, serving first as vice president for academic affairs and then as provost. During his time as president, he has initiated 20 academic degree programs, established an asynchronous distance learning division, dramatically expanded international programs and founded a number of specialty institutes specializing in financial services, telecommunications, and information technology. Prior to arriving at Champlain, Perry was a member of the graduate faculty at Washington University in St. Louis and an associate superintendent of the St. Louis School system. Perry received his undergraduate degree in economics from Dartmouth College and his Ph.D. in administration from Syracuse University.

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THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR

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

The Universities Project is 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 focuses on the following themes:

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

OBJECTIVES

Universities and other institutions of higher learning are seeking to reshape themselves in ways that will prepare them more fully for the twenty-first century. Even as these institutions are considering extensive systemic changes in their academic design, structure, and mission, all desire autonomy in governance and in their intellectual life. Accordingly, the Universities Project aims to promote the higher education reform process by inviting senior administrators to participate in conferences and symposia concerning issues of university management, administration, finance, and governance.

THE VISITING ADVISORS PROGRAM (VAP)

The Salzburg Seminar launched this enhanced aspect of the Universities Project in the autumn of 1998. Under this program, teams of university presidents and higher education experts visit universities in Central and East Europe and Russia at the host institutions' request to assist in the process of institutional self-assessment and change. By the end of 2000, twenty-three VAP visits have taken place to universities in East and Central Europe and Russia. A full schedule of visits is planned for 2001. The addition of the Visiting Advisors Program brings to the Universities Project an applied aspect and serves to enhance institutional and personal relationships begun in Salzburg.

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FOR MORE INFORMATION

For more information regarding the Salzburg Seminar's Visiting Advisors program, the Universities Project, and Salzburg Seminar programs, please contact one of the Seminar's offices below.

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