



THE UNIVERSITIES PROJECT OF THE SALZBURG SEMINAR VISITING ADVISORS REPORT

MORDOVIAN STATE UNIVERSITY

SARANSK, RUSSIAN FEDERATION

September 9-14, 2002

Team Members:

Dr. Ossi V. Lindqvist (team leader), former Rector, University of Kuopio, Finland; Chairman, Finnish Higher Education Evaluation Council

Dr. Helene Kamensky, Russian Program Coordinator, Salzburg Seminar

Dr. Tony White, Director for the Republic of Ireland of the Chartered Institute of Management Accountants (CIMA).

INTRODUCTION

The Mordovian State University named in honor of N.P. Ogarev, is situated in Saransk (population. 348,000), capital of the Republic of Mordovia, some 600 kilometers east of Moscow. The Mordovian Republic lies in the Volga basin, with a territory of 26,000 square kilometers and a population of almost one million. The Mordovian State University (MSU) has a student population of over 14,000 full time and 9,000 part time students. It is the major higher education (HE) institution in the state.

MSU started as an agropedagogical institute in 1931. It gradually expanded and received university status in 1957. Currently it is a relatively large HE institution, with activity in other Mordovian towns and a teaching staff of some 1,500. There are 17 faculties and 136 chairs for the training of specialists in 56 different fields. The University also has links with universities and scientific organizations in several countries in Europe, Asia, and the U.S. In the all-Russian rating of universities MSU is at position 22, which indicates a good national standing. MSU is still primarily a teaching institution. The need for expanded research activity and opportunities for lecturing staff is recognized by the University leadership.

The great majority (some 75%) of eligible Mordovian students attend MSU. This enhances its pivotal role as a center of education, research and services for the state of Mordovia and its people. Its central role has been further strengthened by the creation of an association called Regional Academic Okrug (RAO), a voluntary and self-governing body of educational institutions of various types and levels in the Republic of Mordovia. The University and its Rector are members of the group of 'Volga Region Rectors', which is part of the Russian Rectors' Union.

The state of Mordovia consists mostly of agricultural land, and agricultural production and food processing dominate the economy. In addition to a strong dairy industry, the area produces various grains, potatoes, sugar beet and vegetables. The forests provide materials for wood-related industry. The state has several industrial enterprises involved in the production of lighting sources, electronics, medical supplies and machinery.

VISITING ADVISORS - PURPOSE OF VISIT

MSU invited the team of Advisors to visit the University under the auspices of the Visiting Advisors Program of the Salzburg Seminar's Universities Project. The visit took place from 9-14 September, 2002.

MSU's leadership proposed a set of four major issues for consideration that were seen as pertinent to the future development of the University. These were:

- University administration and finance; revenue planning and management, including fund raising;
- Academic structure and governance;
- Student needs and the role of students in institutional affairs; systems of academic credit and credit transfer between universities;
- Technology in higher education; its impact on curriculum.

The Advisors have taken these topics as the framework for its report, but has added the additional topic of Mission and Strategy, which was a major theme of discussions during the visit.

The purpose of the Advisors' visit to MSU was not to make a formal evaluation of the University, but rather to offer the experience of the team members and their observations on the University to the MSU Rector and the University leadership. The Advisors had valuable discussions with the Rector, the Vice-Rectors and Deans, departmental heads and other representatives of the University, including students. It also met with the Prime Minister, the Inspector General and other political and cultural dignitaries. These meetings provided the Advisors with enlightening background insight into the place and role of HE and MSU in the Republic of Mordavia.

All the discussions were open, informative and frank, and thus also very fruitful. The four major issues identified by the University were each covered in plenary working groups. The discussions were then summarized and the observations presented to the Rector and his team at the conclusion of the visit.

The Rector's office and the staff had provided a rich supply of advance information and data about MSU and the Republic of Mordovia to the team. We noted the great variety of activities that the University was conducting and supporting, not merely in various academic fields but also in many extra-curricular activities and social services. Although the visit was relatively short, the team feels that it was able to gain a satisfactory and coherent view of the overall situation of MSU, and provide worthwhile observations and recommendations on the issues identified by the Rector for discussion. The team takes responsibility for any possible misunderstandings, but these should not undermine the overall validity of its observations.

Any action in response to the team's observations and suggestions is very much at the discretion of the MSU leadership. They alone are in the position to make pertinent conclusions and take proper action on behalf of the University. We noted, however, that the MSU leadership had already recognized the University's current problems and the direction of the solutions to them. Some of our observations refer to short-term solutions. Others very much require a long-term view. They are similar to the problems facing higher education anywhere in the world, and they have no easy or quick solution.

The team feels that the overall program provided by the Rector's team was very useful. It was very tight considering the time limits, but it was always very pleasant and most interesting and informative at the same time. We wish to thank the Rector and the entire MSU staff for a very well organized visit and the excellent hospitality that the team enjoyed throughout each day.

The team's thanks must be extended especially for the cultural program. This illustrated the great care that the University, the city of Saransk and the Republic of Mordovia devote to the cultural heritage of the Mordovian peoples, and its preservation and development. We recognized and acknowledge strongly that the support of the local culture by MSU was and is one of the very best assets of the University itself. It has to be recognized as one of the most important contributions that the University makes to Mordovian society.

MISSION AND STRATEGY

Mission and strategy are areas that the Visiting Advisors identified at the beginning of the visit as being of great importance. Today, universities must exist in a competitive world and in a rapidly changing environment. There is a general change in the way in which universities are administered. In simple terms, there is a shift towards active management and away from a purely administrative approach to the business of running a university. In this new process it is not just a question of following the existing rules; in the new climate a university has to recognize the challenges it is facing.

These challenges pose questions for its mission, goals, strategies, plans, management and operations. In all societies increasing demands are put on universities. They are seen as major economic, technical, social and cultural institutions everywhere. There are very high expectations of them. From what the Visiting Advisors heard, not least in conversation with the Prime Minister, MSU is no different, except that perhaps it has an unusually central and important role in its own society. The Advisors see their contribution as attempting to assist the University to identify the major challenges and problems facing it, and to begin to formulate the responses and strategies required to meet them.

A major question facing MSU is whether it waits for change to be imposed by an outside force or whether it wishes to exercise leadership and initiate the change process itself. MSU seems to be well aware of this reality. The invitation to the team members under the Visiting Advisors Program of the Salzburg Seminar is certainly one indicator that it recognizes the need to identify and address the issues facing the University.

One of the exercises that many universities have undertaken in addressing the challenges facing them has been the formulation of a mission statement. Change and reorganization can be easier to achieve if a university has developed its own strategy and mission statement. The Visiting Advisors strongly recommend to the Rector and senior decision-makers and stakeholders within MSU that this exercise be undertaken.

If the University undertakes the exercise of formulating a mission statement and a strategy, it will immediately find itself asking and addressing important questions about its own activities. It will be forced to look at its own strengths and weaknesses and to make choices about priorities for its own future development. The process can be a very valuable learning experience.

MSU occupies a unique position with regard to promoting and developing the heritage of Mordovian culture. This has been part of its mission to date, and the Advisors strongly encourage the University leadership to continue its efforts in this area. The University may wish to consider what role, if any, it can play in promoting Mordovian culture and art more widely in Russia and internationally, and to what extent it can thereby help to introduce Mordovia to broader cultural and social interrelationships and transactions.

These are some major issues that the Visiting Advisors have identified. There will be many others. It must be emphasized that formulating a mission statement and a strategy is not always a comfortable activity. Many universities have reacted to external threats and challenges by resisting them. Universities always represent a certain conservative element in any society because of their core academic values, but that should not prevent the University as an organization and an academic community from continually evolving into a more responsive and innovative institution. Universities over many centuries and in many societies have proved to be both resilient and adaptive. That is part of their strength.

Strategic thinking and consequent action are particularly demanding on the leadership and the administrative professionalism of a university. They must retain the balance between their vision and the resolution of day-to-day problems, and ensure that preoccupation with processes does not obscure the wider goals and objectives of the university.

An analysis of the role played by the Rector and senior staff emphasizes the centrality of the administrative structure and the way in which it should support and foster a University's goals and strategies. A loose and complicated administrative structure may hinder a university from achieving its agreed-upon goals. It is also crucial that the commitment to these goals should exist not only among the leaders in the University administration, but should involve all staff, academic and non-academic, as well as the student body. A university is a community of learning.

A strategy for the University will also emphasize the relative importance of the various activities it currently conducts. MSU may find an analysis of its core competences very revealing. At a time of financial hardship, difficult choices must be made. The University can manage better if it is aware of its own capabilities, core strengths and weaknesses, and its own financial cost structure.

The team members wish to recognize the immense resourcefulness and innovation that Russian universities at large have shown during times of financial hardship. This is also true of MSU. This innovative strength, when harnessed into a forward-looking strategy and commitment, can and will further strengthen the University's service role and importance in the society and in the academic world. We have noted the strong will of MSU to serve the Mordovian Republic, its various industries and economic activities, and the overall well-being of its people.

FINANCE AND FUND RAISING

MSU's annual income in 2002 consisted of some 62% of federal support (which is a declining percentage), 34% from outside sources of which some 80% comes in the form of student tuition fees, while the Mordovian Republic provides the remaining 4% of the total budget.

Currently building/construction (33.5%) and maintenance (12.5%) consume about half of all expenditure, and salaries another 36%. The various forms of student support consume about 18%. The latter indicates the important role of the University in providing various social services to the student body and also the staff.

The budget is calculated on an annual basis, beginning on January 1. Because of the many uncertainties of the budget basis, long-term planning appears to be limited, though the leadership of MSU is working towards better solutions in this respect. (MSU is already moving from the old annual planning period to a 5-year period, which is a very welcome step indeed.) The University is given information about the state budget component in the latter part of the year, but the role of the 'outside' money for the next budget year can only be roughly estimated.

The team understands that the budget is tightly regulated and apparently very detailed. There seems to be little room for local changes or local decisions in the expenditures, a fact that is neither helpful nor cost-effective for long-term management. A common experience in universities worldwide is that local flexibility as regards budget and expenditure carries several benefits, especially at times of rapid external change. Detailed financial control by state officials has not proved to be an effective form of management for higher education in any society. Although the state is a stakeholder in MSU, the Advisors believe that the current practice is not the best way to promote either its objectives or its interests.

It is clear to the Visiting Advisors that finance is a major problem for MSU, and a key to its future success. The financial problems of Russian universities are widely recognized, and are not amenable to easy solutions. The most likely medium-term development is that the state component of university funding will decrease and that a growing proportion of the financing of public universities, such as MSU, will have to be raised from private sources.

The Visiting Advisors think it is important that the University not rely exclusively on a growth in student tuition fees to cover that increased component. It is evident that MSU engages its alumni in a number of advisory purposes. It was not clear to us, however, to what extent MSU was in a position to tap its alumni base for financial support, particularly those graduates working in major industries and in banking.

Many, if not most, of the decision-makers in Mordovian society are graduates of MSU. It is recommended that the University establish an advisory board from among its graduates. This group would assist it in financial planning and in the raising of private funds for the running of the University over the long term. It may well be that a parallel group can and should be established among influential graduates of the University who are resident in Moscow.

The idea of fundraising for universities is doubtless an infant science in Russia. In its early stages a university will need considerable outside help. The alumni base may well provide MSU with significant know-how, and the University should consider tapping this resource. It is recommended that the University keep abreast of fund-raising approaches adopted in other countries. Some universities have become very enterprising and entrepreneurial in their fund raising, and MSU may follow in that direction in its search for alternative sources of funding. This is an area in which we would recommend that the University conduct research and appoint a member of staff with responsibility for co-coordinating fundraising activity.

Many western universities collaborate with auxiliary organizations such as technology centers and science parks that assist in and promote various projects related to technology transfer and commercialization of innovations. Even more successful and dynamic examples of this may be found in Asia—and these examples may be even more relevant to the current Russian situation. There may also be openings for the University to develop funding sources from the commercialization and patenting/licensing of technology and from developing consultancy activities with industry and government.

The Visiting Advisors did not attempt to investigate or evaluate the accounting methods in use within the University. In its financial management it is recommended that MSU develop accurate internal financial information. This can be assisted by enhanced information technology, and a rigorous tracking of the cost of its own activities. The Advisors wish to emphasize here that it is absolutely essential that the University be fully aware of the real cost of its numerous activities so that it can be truly managerial and implement cost-effective policies.

ACADEMIC STRUCTURE AND GOVERNANCE

A flexible academic structure that can readily promote development and innovation is of great importance. Much innovation in modern universities is conducted between departments and faculties, such as marketing and languages, law and economics, music and business. The Advisors would urge MSU to be aware of the importance of flexibility in the academic structure.

The current administrative structure of MSU would appear to be a development of many incremental steps through time. As new functions were added, the number of Vice-Rectors grew. It may be timely now for MSU to conduct a comprehensive analysis of the total situation and evaluate the rationality of its structures.

Currently there are under the Rector a total of eight (8) Vice-rectors, each covering various types of activities. The management structure appears rather complicated, and at certain points without any obvious or explicit management hierarchy or coherence. We may thus ask whether the University has an academic structure that can readily promote development and innovation. Indeed we can ask whether the University has the means to be flexible.

The Rector is responsible for the overall direction of the University and he is its academic leader. He represents the University to the outside world, and he has charge of external relations and fundraising. Below the position of Rector we would suggest that there should be four major functions.

The first and most important is the role of the Vice-Rector dealing with academic matters. Teaching, learning and research are the core activities of the University. In addition to these functions it is arguable that service to the society should also be seen as part of the area of responsibility of this Vice-Rector.

In the relatively short time available to us it was only possible to meet with a minority of the University faculty. We had little opportunity to explore the extent to which faculty, departments and chairs participate in decision-making or influence the teaching and learning strategies of the University. Instinctively, however, we would recommend an enhanced role for them in a new management structure. Ultimately it is the caliber of the faculty that defines the nature and quality of a university. Their involvement is crucial. In addition, future development will be very much dependent on cross-disciplinary work. Success in this area is dependent on the involvement of faculty.

The next area would be the Development Function under a second Vice-Rector. This would include activities related to the strategic development of research and research facilities, as well as teaching and the supporting academic infrastructure. It would also have overall responsibility for staff development, a topic that is dealt with below. The office for international relations could fit well into this function also.

The third main area of responsibility would be the Service Function. This includes administration, finance, management of the facility, and development, patents and licenses. Labor market analysis and industrial liaison could also fit under this category.

The fourth main function would cover Student Support and Social Work. The natural place for placement services for students could be under this office. MSU students expressed the wish to bring labor market research closer to the individual student as a true service function. The main goal for the students in a university is to achieve the best available education, and the University leadership should also be as supportive of this as possible.

This division into four main functions is based on the observations of the Visiting Advisors. The University itself and its leadership may find through its own analyses better and more streamlined solutions to the problems of its own management and governance. For instance, there is a need everywhere, including Russia, for the universities to play a role in regional development. One consequence of this is that the individual academic disciplines as such do not provide the necessary solutions. They have to be split in previously unknown ways, and new disciplines and sub-disciplines have to be created. This requires a flexible and dynamic administrative structure and professional dynamism in the running of a university. Once again, rigid educational standards imposed from outside can stifle local innovation and prevent local solutions from emerging. Relatively homogenous structures of study courses may actually discourage rather than encourage the necessary mobility between institutions of higher education.

We have already suggested the involvement of alumni in fundraising and financial planning in MSU. The University may also find it useful to use alumni for advisory work relating to academic development. Universities have their own culture and inner logic. There is in every university a certain tendency to distance itself from the changing and fluctuating requirements of the marketplace. Successful universities retain their links with the marketplace and remain attuned to its changing patterns. MSU may wish to utilize its alumni in ensuring that its degrees and programs of teaching and research are attentive to the dynamism of an ever-changing marketplace.

A further salient area is staff development. The staff of the University constitutes its most important resource. The Advisors were made aware that the University is concerned that it does not have a sufficient number of staff with higher degrees. This may appear a major problem at a time of financial stringency. However it should be possible for the University to manage and address this problem within its existing resources.

By international standards the MSU appears to enjoy a relatively generous staff student ratio (about 1:10). It also appears to subject students to a highly intensive teaching load. This load seems unduly heavy, especially for humanistic and liberal disciplines. Students should be encouraged to undertake a greater degree of their own learning and exploration.

It was already recognized that Faculty need more time for study, research and self-development. The University should establish a structure for this, and initiatives for research should be encouraged. Sabbaticals for staff should be introduced, perhaps initially on a competitive basis. This could help to develop an ethos where staff would compete for research opportunities. It is important to encourage dynamism in this area and to cultivate and develop the younger faculty who will be the academic leaders and guardians of quality in the future.

An issue that was emphasized to us was the extent to which state educational standards impinge upon the curriculum and teaching of the University. Faculty members indicated to us that they had limited freedom and discretion to challenge state prescriptions. We would respectfully suggest that it might have become opportune for the University to begin to meet this challenge. It is clear that University faculty members are more informed about the state of knowledge in their disciplines than government employees who have not specialized in the particular field. If the state wishes and expects the University to be a catalyst for economic growth and development, then it in turn must recognize and respect the areas of competence of the University and its academic staff. The state must afford universities the autonomy to develop their disciplines as they see fit according to best international practice and the state of knowledge in the various disciplines. In view of the fact that matters of curriculum are currently determined at the federal level, it is important that University personnel make known its curriculum wishes by engaging in an honest dialogue on this issue with the relevant state departments.

One area of great importance is that of specialization. The Advisors suggest that MSU consider whether it is currently training specialists whose areas of expertise are too narrow, who will not provide dynamism and flexibility in the local economy. The goal of any great university must be to prepare its graduates for lifelong learning. This is not a purely philosophical or academic question. It may have the most profound implications for the future workforce and the future welfare of the Republic of Mordavia.

STUDENT NEEDS AND THE ROLE OF STUDENTS IN INSTITUTIONAL AFFAIRS

The Visiting Advisors were most impressed with the caliber of the students whom they met. A number of important issues were raised in the meeting with them:

- Is the University training and educating specialists who are ready for the current and future labor market?
- Is the current education too narrow?
- Are the students being prepared for lifelong learning?
- Is a better balance needed between academic and vocational education and training?
- Is there a proper balance between the development of the academic and the social skills of MSU students?

These were among the interesting and legitimate questions raised by the students. They were also a matter of concern for faculty members. However, they are not questions to which the team can give authoritative answers. They are rather a potential agenda for discussion between the University, its student body and external stakeholders.

A concern about the brain drain from Mordovia was also raised. Some of the best graduates apparently emigrate to Moscow and other regions, and they seldom if ever return to Mordovia. There thus exists a certain conflict between students' individual expectations and regional strategic aims. Certainly countermeasures can be found, but a joint effort and plan by the Republic of Mordovia (and also Moscow) is needed to improve the situation. The measures would include local development of indigenous industries, and economic activities based on local conditions and raw materials and skills. For instance, tourism and culture might be potential attractions in the future, but they need appropriate infrastructure. This is a problem that cannot be solved by the University on its own.

The educational market within the European Union and in the rest of world is undergoing rapid change, and it is natural that students at MSU should have shown an interest in such developments. According to the so-called Bologna process, initiated in 1999, a European Higher Education Area is being formed and is to be completed by the year 2010.

The Bologna process has several components. One of the main proposals is the development throughout Europe of a two-level degree structure, involving a 3-year Bachelor and a 2-year Master's program. Currently in Europe there is a great a diversity of degrees given by universities. For the sake of comparability some harmonization in degree structure is necessary. The Bologna proposals should give more freedom and flexibility to students in building their own curricula and in avoiding narrow specialization. The Bologna process envisages heavy promotion of staff and student mobility from one university to another and between countries and cultures. The European Credit Transfer System (ECTS) was devised to help in credit transfer from university to university and to support mobility. Now it has begun to serve as an indication of the qualities of academic degrees.

The Bologna process gives an enhanced role to student organizations as part of the academic community. It especially involves students in Quality Assurance (QA) work at all levels. Quality assurance and evaluation of education is still the responsibility of each country, but European-wide general criteria are being developed.

The team noted that MSU has courses to help students to acquire language skills. In the west, foreign languages are mostly learned initially in high school, not at university. Helping schools in Mordovia to develop their foreign language teaching is likely to become an additional long-term challenge for MSU.

The team recommends that the staff and students of MSU be given the opportunity to study developments not only in the Bologna process, but other major developments in higher education both within and outside Russia. In this way they may be introduced to practices that best serve to further the role and mission of MSU.

TECHNOLOGY IN HIGHER EDUCATION

New technologies are having a major influence on higher education. Virtual universities have begun to emerge. Virtual technologies are a challenge for teachers; they are time consuming and expensive, initially at least. However, they can have an important role to play in the process of staff development. As already noted, the emphasis in higher education is moving away from mere teaching towards various learning processes. There is also a continuous move towards the concept of lifelong learning. Virtual methods require good language skills, both among staff and students. Many of the innovations taking place in this sphere (for example, in the use of Internet) are international in character and are developing outside Russia. Language proficiency will make entry much easier.

New technologies are not always necessary for good teaching and learning. An 'old' teacher can (and should) foster and develop a critical mind and scientific thinking. No technology can fully replace a good teacher or even a blackboard. Good laboratory exercises and manual skills are also necessary and required in many academic fields. Universities can form consortia or foster joint efforts for the development of virtual teaching.

QA in teaching and testing generally requires a multitude of methods; no single method is enough. Different academic fields pose different pedagogical problems. A good example is the contrast between theoretical physics and medicine. An active role by the student is always required and is necessary in this process. Quality should be measured not only by outcomes but also by the processes that produce the outcomes. Judgments on whether students are fit for the labor market require responses from employers.

New technologies, such as the Internet, do not replace the necessity for a good library. They are complimentary. A university with aspirations to become a research university needs a modern library and quick access to the academic world. Both Internet and personal contacts play a role here. The trademark of higher education is critical thinking rather than rote learning. Independent study (which saves in contact hours) should aim, with the help of the teacher, towards such an outcome

Technology in Higher Education and Lifelong Learning

Lifelong learning is one of the principal challenges to higher education institutions in their efforts to revise roles and responsibilities in today's information and learning society. The range of current economic and social change, the rapid transition to a knowledge-based society and demographic factors demand a new approach to education within the framework of lifelong learning.

As we noted, there have been significant developments in recent years at MSU in implementing lifelong learning in its various forms. However, our team has the impression that institutional arrangements and policies fall short of a coherent and comprehensive lifelong learning strategy. Lifelong learning is not currently a sustainable policy for MSU to foster regional development. While the potential of open and distance learning (ODL) is recognized at MSU, it is not related to the University's regional mission and strategy. Thus the current issue facing MSU leadership at the strategic level is to develop a systematic approach to lifelong learning with the focus on open and distance learning (ODL) as a means of fostering socio-economic development in the region.

Lifelong learning is vital for sustained economic progress and social cohesion in the region, and ODL could play a crucial role in this respect. ODL can serve a very useful tool for creating a culture of lifelong learning, which has a high potential for community development and economic regeneration in Mordovia. It is suggested that MSU leadership should improve the balance by making ODL one of the main components of the regional mission and strategy.

To summarize, we offer the following recommendations:

- Develop a coherent and comprehensive strategy for creating a culture of lifelong learning in the region. The strategic vision and directions should be based on an agreement among local educational institutions, relevant business and industry.

- Make open and distance learning (ODL) one of the main components of regional mission and strategy. Develop a strong information and communication technology (ICT) infrastructure. A strong ICT infrastructure is a prerequisite for achieving the aims of MSU in enhancing its regional role and links.
- Conduct market research and carefully plan ODL services. ODL programs should be oriented to the practical concerns of the Republic of Mordovia and the local community. The programs and courses should be responsive to current and future demand. By responding to the market for seminars, extensive courses and professional certificates, it might be possible for MSU to generate a new source of income.
- Develop the capacity to translate good practice in open and distance learning into conventional teaching and learning. Develop the ability to harness faculty contributions to shift the accent from teaching to learning. Faculty should perform the function of facilitators rather than teachers.
- Create training programs for faculty to assure quality of the teaching staff on which a lifelong learning agenda is dependent. Non-traditional students would need additional academic support.
- Examine issues and best practice in the development of open and distance education in the Russian Federation and internationally. Particularly we encourage MSU to study the experience of Moscow Institute of Economics, Statistics and Informatics (MESI) in Russia and the Open University in the United Kingdom.

SUMMARY AND GENERAL RECOMMENDATIONS

There are a number of suggestions that the Visiting Advisors would offer to the University:

1. MSU should consider adopting a mission statement. Such an exercise would necessitate a fundamental examination of its long-term strategy. MSU may find that it wishes to carry the process further to formulating a long-term academic policy for the University.
2. MSU should establish an advisory board of alumni to assist it in long-term financial planning and in the raising of private funds for the running of the University.
3. The Advisors advise against over-reliance on raising student tuition fees as a means of increasing the private contribution to the funding of the University.
4. MSU should keep abreast of fundraising approaches in Russia and abroad and conduct research on the topic.

5. Concerning governance and administrative structure, MSC should carefully review its management structure and institute a coherent management hierarchy. The Advisors suggest that highest priority should be given to academic functions such as teaching and research.
6. Advisory groups, primarily drawn from among alumni in major strategic industries and economic sectors, should be established to advise on academic and curricular planning.
7. MSU should initiate a program of staff development. It is recommended that this be done by a gradual reduction in contact time for teaching. This would be accompanied by the gradual development of a system of sabbatical leave and support for doctorate research work, possibly on a competitive basis among staff.
8. The development of good library and information services is an essential prerequisite for the development of technology at the University.
9. MSU should plan to establish an Open and Distance Learning Unit at the University and should study the experience of MESI in Russia and the Open University in Britain.

CONCLUSION

The Visiting Advisors wish to thank the Rector, Vice-Rectors and all staff and students who made the visit to MSU such a stimulating and informative experience.

While MSU undoubtedly faces many problems, we have little doubt that in the medium term MSU can develop, grow and prosper. It has considerable strengths, among them the fact that it is and is clearly perceived as a salient institution in its own society. The University is clearly embedded in a rich and deep scientific and cultural tradition. The Visiting Advisors wish MSU well as it faces the challenges ahead.

Visiting Advisors

Ossi V. Lindqvist (team leader)

Finland

Ossi V. Lindqvist was elected chairman of the Finnish Higher Education Evaluation Council from 2000 to 2003 and is director and professor at the Institute of Applied Biotechnology at the University of Kuopio. From 1990 to 1998, he served as the University's rector and has also served as chairman of the Finnish University Rectors (1993 to 1997), member of the National Council for Science and Technology (1996 to 1999), and life-time foreign member of the Royal Swedish Academy of Agriculture and Forestry (1997 to the present). He was professor at the University of Dayton, Ohio, USA from 1970 to 1972. Dr. Lindqvist earned a Ph.D. from the University of Turku. He is an alumnus of several Universities Project symposia, and has participated in consultant visits by Visiting Advisors Program teams to Central and East Europe and the Russian Federation.



Tony White

Ireland

Tony White is Director for the Republic of Ireland of the Chartered Institute of Management Accountants (CIMA). He worked previously with the National Council for Educational Awards and the Higher Education Authority, the funding and advisory body for Irish higher education. He holds a Bachelor of Arts in Ancient Classics and a Higher Diploma in Education from the National University of Ireland, the qualification of Barrister-at-Law from the King's Inns Dublin, and a Ph.D in higher education from the University of Dublin(Trinity College). His doctorate thesis studied the evolution of Irish government policy on higher education. He was a Fellow at Salzburg Seminar Session 197 Higher Education in 1980 and at Session 379 Alternate Systems and Structures of Higher Education: Public Needs and Institutional Response for the 21st Century in 2000. He is the author of Investing in People: Higher Education in Ireland from 1960 to 2000 published in 2001.



Helene Kamensky, Austria

Helene Kamensky is Russian program coordinator for the Universities Project of the Salzburg Seminar. In addition to her work with the Universities Project, she is lecturer in philosophy and Russian studies at the Universities of Salzburg and Vienna. Previously, Dr. Kamensky was research fellow at the Institute of Scientific Theory, Salzburg International Research Center. From 1985 to 1989 she was dean of the Faculty of Foreign Languages, Novosibirsk State Pedagogical University, Russian Federation. Earlier, she served that same institution as associate professor and senior lecturer in the department of philosophy. 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.



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 2002, more than fifty VAP visits will have taken place to universities in East and Central Europe and Russia. A full schedule of visits is planned for 2003. 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.

The Salzburg Seminar acknowledges with gratitude the William and Flora Hewlett Foundation and the W.K. Kellogg Foundation, which are funding the Universities Project and the Visiting Advisors Program respectively.

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.

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

Telephone: +43 662 83983
Fax: +43 662 839837

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

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

Salzburg Seminar website: www.salzburgseminar.org