



**The Universities Project of the Salzburg Seminar  
Visiting Advisors Program**

**Report of the Visit to the  
Taganrog State University of Radio Engineering,  
Russian Federation  
June 8-15, 2003**

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## I. Foreword

1. The Universities Project was pleased to receive an invitation to visit Taganrog State University of Radio Engineering (hereafter referred to as TSURE or the University) in 2002, but the visit was postponed to June 2003, for reasons of health and visa difficulties.
2. The University provided the visiting team with a helpful preparatory document on the institution, its setting, relevant statistical data, and a briefing on the major themes which the University identified for discussion, namely: the strategic development of TSURE; its responses to the Russian Higher Education Reform process; challenges of the market place and the implications for course development; technology and distance learning; issues of quality assurance and the student perspective; and organisational questions, especially the particular development of a Board of Trustees.
3. These themes were explored in sessions with a variety of TSURE colleagues. The discussions were based on presentations by representatives of TSURE followed by comparative observations on particular themes by the visiting team, discussion and clarification, and finally, a summing up of major conclusions by the session chair. Provisional conclusions were presented verbally at the end of the visit by the VAP Team to a large gathering of TSURE colleagues. These are presented in more detail in this report. It must be emphasised that this report is not an evaluation of TSURE but a series of detailed reflections emerging from constructive diagnostic discussions among colleagues, which attempt to provide TSURE with some specific recommendations for future developments. It is certainly not a total review of TSURE, but focused on the themes identified by TSURE and related questions. Recommendations are embodied in the text.
4. At the outset, the team is glad to place on record its gratitude to the Rector, Professor Vladislav Zakharevich, and all colleagues at TSURE (especially Professor Vadim Popov, our liaison person) for their superb hospitality; highly stimulating discussions and insights; frankness in exploring issues of common interest; and their warm friendship. We hope that this report will be genuinely helpful to TSURE as it plots its future development, notwithstanding the limited time and evidence at our disposal. Recommendations for action and further consideration are **emboldened** in the paragraphs that follow, for easier reference.

## **II. Current Setting, Positioning, Future Challenges and Issues: Strategic Options for Development**

5. It is quite evident from the documentation and discussions that TSURE has a long and honourable tradition as a high quality, specialised technical university, notwithstanding its location for many decades in a closed city, owing to the sensitivities of its economic and military activities. Of especial note would be the following:
  - 5.1 A burgeoning degree programme at undergraduate, graduate, doctoral, postdoctoral levels and in continuing education (153 programmes with more than 11000 students) focused on telecommunications, engineering, computing and related areas. This represents an expansion in specialisation from 56 to 65 (in the period from 1996 to 2003), and a 50% increase in the number of students.
  - 5.2 A wide sphere of influence as a national centre for technology, and a centre with 11 branches in 3 Russian regions and 3 republics together with 16 regional offices.
  - 5.3 A geographic position on an international crossroads, (however slightly off centre, since Rostov is the principal international city in the region), which offers considerable scope for international development.
  - 5.4 Invariably high positions in the many Russian ranking tables (e.g. among the 10 best technical universities in Russia and among the 50 best higher education institutions in Russia), and a commitment to quality assurance.
  - 5.5 A commitment to and promising development of international accreditation (ABET), which demonstrates a willingness to be benchmarked against the prevailing international standards and to enter the international higher education arena.
  - 5.6 A promising start in the provision of distance learning, especially through e-learning
  - 5.7 Strong scientific methodological foundations and research institutes in key technological specialisations.
  - 5.8 Successful diversification of income sources so that there is a 50/50 public/private sector split. This diversification, however, certainly needs to accelerate in the future, given equipment imperatives, new building needs and student support priorities.
  - 5.9 An evolving profile where degree programmes, continuing education, research, research and technology transfer, and meeting societal and individual needs are all highly valued as elements in a university for the 21<sup>st</sup> century in this part of the world.
  - 5.10 A developing infrastructure for student support and housing.

These points will be developed further in subsequent sessions, but it is clear that, in strategic terms, there is a strong foundation on which to build.

6. However, there are also some evident limitations in the current profile of TSURE, as viewed by the VAP Team, especially in relation to its declared status, and what we perceive to be some of the principal higher education agendas of the next decade. These may be summarised thus:
  - 6.1 A relatively limited range of strong disciplines, which, of course, is quite explicable in terms of the historical role of TSURE, and its status as a federal technology centre. However, notwithstanding the scientific strength of these areas at TSURE, if it wishes to act as an all-purpose regional centre, it would need to embrace a wider range of disciplines to be able to offer a wider range of programmes for the benefit of a much more diversified regional economy. We return to this issue later in the report.
  - 6.2 Within this relatively narrow range of disciplines, the focus does seem to be on narrow specialisations, which is typical of Russian higher education in general. These have varying buoyancy in terms of current and expected future demand, and over-specialisation has adverse consequences in terms of efficiencies in course delivery, and interdisciplinary connections in teaching and research. Interdisciplinarity is now widely recognised in world higher education as being a prime challenge of the next decade, and TSURE would be well advised to take this on board.
  - 6.3 TSURE has a relatively low international profile at present, with very small numbers of international students (and correspondingly a small international support infrastructure). Courses are principally offered in Russian, and the mobility flow of students and academics in and out is at a low level, as is international/European funding. There is evidently a desire in the Rectorate to enhance TSURE's international profile and to this, again, we return later.
  - 6.4 This is not unconnected with a generally very low staff and student mobility in terms of career development, which, whilst displaying a strong loyalty and commitment to TSURE, could also produce manifestations like parochialism and comfortability, which would not be helpful in terms of TSURE's future goals.
  - 6.5 The above is perhaps also reflected in
    - a relatively passive/reactive approach to policy and activity in terms of external development and non-traditional academic outreach activity, which is likely to be off campus;
    - a more limited realisation of its role in regional development compared with some other Russian universities;

- more limited progress in co-operation in terms of “regional clusters” as portended in the Russian Higher Education Reform.
- 6.6 The VAP team also learned that there is an expectation of a severe downturn (30%) shortly in the 18 year old cohort because of demographic factors, which will very likely result in
- an expansion in adult/continuing education and lifelong learning – in which TSURE is already doing some very good things;
  - a change in universities’ income structures i.e. a downturn in state full time student support to be replaced by other sources;
  - enhanced competition for increasingly scarce students – hence the need to work at the quality assurance and student marketing domains;
  - the need to become much more efficient in terms of average class sizes, the number of specialisations, the duplication of provision, delivery methods, and staff-student ratios, which are already very low compared to international standards.

**There is considerable western experience on the above, which TSURE is strongly recommended to tap and adapt as necessary.**

7. **The above points, of course, confirm the well-appreciated need to improve University finances across a wide range of areas, including**
- **increased income from continuing education;**
  - **increased student stipends;**
  - **increased income through the exploitation of TSURE’s intellectual capital – technology/transfer in its various forms;**
  - **the economics of the teaching/learning process.**
8. This discussion does not in any way imply that there has been mismanagement at TSURE. We would merely like to advance the point that, for historical reasons, there are limitations in TSURE’s current position that are likely to be further exposed by new environmental factors, and which may hold back new developments. These limitations are also related to elements in the University organisation and strategic planning process, which we discuss later.
9. Given the above, and the agenda for the development of higher education globally, in Europe, and in Russia, a series of interesting possibilities now emerge as to how TSURE might evolve strategically over the next decade in terms of its future positioning within the Russian system and beyond, i.e. become a modern university for the 21<sup>st</sup> century. TSURE now defines itself as a high quality specialised technical university, and no doubt it has been very successful in this

role to date. In subsequent paragraphs, we suggest how this role could be systematically enriched by improving performance in the areas that were the focus of this visit. It may well be, of course, that TSURE decides that this current role, suitably enriched, is perfectly appropriate for the next decade, a decision we would certainly respect. However, there are other scenarios/institutional types into which TSURE might gradually evolve, after careful evaluation and selection, and these would include designation as a(n):

9.1 Research university. This is a status which TSURE has already identified as desirable in its documentation for us. Clearly there are specific Russian criteria which will be well known to those in Russian higher education, but, in terms of international comparators this would mean, *inter alia*:

- a preponderance of students in the graduate domain – masters and doctorates;
- a large proportion of income derived from research sources – agencies, academies, foundations, international bodies;
- high pressure on all academics to be research productive, with internationally recognised outputs;
- significant attention to and income from intellectual property related activities;
- significant investment in research support infrastructure – research and graduate office, intellectual property specialists, graduate schools, research institutes, research transfer organisations;
- ability to attract the best researchers and research students;
- a clear research strategy.

These are clearly ambitious criteria, which demand substantial investment, but much of it already exists at some level.

9.2 Regional university powerhouse. International practice would here prescribe:

- substantial continuing education and lifelong learning programmes;
- provision of human resources for the region's economy and public sector – relevant degree programmes covering a wider area of employment sections and opportunities;

- cultural activities designed to protect and expand the regional cultural heritage – literature, drama, music, museums, dance, archaeology, history etc. – both in terms of campus provision and outreach;
- contribution to regional economic development: training; consultancy, advice in policy formation, assistance with inward investment and industrial relocation, SME creation, technology transfer;
- communications networks for the knowledge society with local interests;
- interface organs with local government, industry, and public services for policy development and service delivery;
- internal resources and performance incentives.

Although some of these exist, not all are apparent.

9.3 International university. Here we would expect to see, *inter alia*:

- a clear international strategy that promotes the activities of the University;
- a high mobility of students in and out of the University, with credit transfer;
- a high staff mobility in and out of the University;
- a substantial part of the programmes delivered in foreign languages, especially English;
- language training support for incoming and outgoing students;
- international research money;
- strong international strategies/alliances for the above;
- significant support infrastructure;
- international course accreditation/recognition.

TSURE is really at the start of this, but has indicated substantial interest in taking it further.

9.4 Broader technological university. Here the intention would be primarily to add further major disciplines to create greater comprehensiveness, lessen the risk of over-dependence on existing specialisations, offer more market opportunities, offer more career possibilities to students, and to facilitate interdisciplinary studies and research (Mode 2).

9.5 Comprehensive university. This would entail enlargement into areas of the humanities, social sciences, biological and health sciences, business and economics, law etc. **This would be consistent with a wider regional support service, but we would certainly caution against**

- **adopting many of the characteristics of the Russian classical university model as we perceive it to be much too inflexible for TSURE's purposes. More flexibility, not less, is needed;**
- **a loss of identity.**

10. It is not for the VAP team to say which model, if any, TSURE should adopt. We are fairly sure that TSURE cannot remain indefinitely in its present status and positioning since the world is changing and society's needs are more insistent. Some movement in the basic model is therefore inevitable but it needs to be carefully planned and thought through with government, regional and national stakeholders etc. **We would finally observe that:**

10.1 **These broad models are not mutually exclusive. There is a case for assembling parts of each, as appropriate for TSURE's unique setting.**

10.2 **A mix could be a very potent agent of institutional change.**

10.3 **Whatever strategy is adopted, what seems inevitable is a diversification of**

- **disciplines beyond the existing base;**
- **clientele;**
- **services and delivery methods;**
- **income sources.**

10.4 **There are implications for finances, organisational structure and programme policies whatever direction is chosen – different forms of organisational support, incentives to change expectations and behaviour, and staff commitment and development priorities.**

**However we would urge TSURE to embark on such a strategic policy debate in the near future, if only for the reason that the future has a habit of becoming the present – and then the past!**

### **III. TSURE and the Higher Education Reform Process**

11. This very significant development in Russia produces a number of challenges and phenomena that are closely related to those changes induced by a rapidly evolving market place. There are, of course, many dimensions to this, including:

- 11.1 improvement of professional training to international standards;
- 11.2 amalgamation and integration of professions;
- 11.3 introduction of the State Uniform Examination and the State Financial Obligation;
- 11.4 scientific research as a basic factor in quality education;
- 11.5 improvement of graduate employability and all that follows;
- 11.6 development of higher education complexes and progressive management with other institutions, municipal and economic stakeholders;
- 11.7 quality improvement generally, especially of the teaching process and accreditation;
- 11.8 expanded international activities and profile, latterly linked to the Bologna process and language developments.

This is a prodigious agenda, especially when added to the market challenges, and TSURE has made spirited efforts to develop appropriate responses. The VAP team applauds progress already made to date.

12. However, such a level of innovation expectations in a relatively short period can produce uncomfortable overload on the internal management, structure, educational processes, and, of course, personnel. The VAP team would identify the following as being the principal pressure points:

- 12.1 the adequacy of TSURE's strategic planning;
- 12.2 excessive specialisation and limited flexibility, including pedagogical flexibility;
- 12.3 limited market analysis;
- 12.4 limited inter-institutional collaboration, especially in technical areas;
- 12.5 limited diversity of financial resources to support innovations.

13. With these points in mind, we would not wish to comment in detail on all the dimensions of the Higher Education Reform in TSURE, **but it does seem to us that the following generic recommendations emerge, which are applicable across the spectrum:**

**13.1 Greater sophistication in strategic planning:**

- **systematic approach, mission, goals, policies, goal-oriented programmes, projects;**
- **administrative and organisational leadership attuned to innovation and the monitoring of results;**
- **collective involvement of staff, better communication, and incentive systems.**

**13.2 Development of co-operation with other institutes of higher education in the region and in the city (including non state-supported) in the realisation of international programmes and distance education.**

**13.3 Better activation of interaction with political, economic and social sector organs in the city and region (political council as an organ of regional co-operation, the University as a centre of innovative development as well as a provider of training and information).**

**13.4 The formulation of the leadership roles of TSURE in the Taganrog system of education.**

**13.5 Work on new educational programmes, increasing their flexibility (module-like quality, interdisciplinary quality, broad spectrum of masters' programmes and specialisations, etc.).**

**13.6 Preparatory work for scientifically methodical work in the Bologna Process:**

- **further development of multi level preparations;**
- **credit-module structure of educational programmes;**
- **accreditation on the European level;**
- **systematic organisational and methodological provision of management quality;**
- **provision of international mobility (surmounting of the "language-barrier," exchange of undergraduate and graduate students as well as processors, joint projects, creation of conditions for teaching and work by foreigners);**
- **development of inter-institutional and regional co-operation (direct connections, joint academic and scientific programmes in the frame of associations of Black Sea area governments with European programmes and projects).**

- 13.7 **Acceptance of one of the goals of modernisation in the conversion from the preferred “disciplinary” approach to “active” teaching (shortening auditorium workload, encouraging independent search for information, the project method, group work, the formation of competencies by the learners).**
- 13.8 **Activation of the raising of teachers’ qualifications in the area of new educational technology.**

**It is significant that some of the recommendations derived from this analysis overlap those derived from the analysis in other sections of this report – evidence of the importance of these recommendations.**

#### **IV. The Changing Challenges of the Market Place and the Response of TSURE**

14. Since its establishment as a national university half a century ago, TSURE has fulfilled the expectations set for it in terms of the scope and quality of its educational activity. Our discussions with students and alumni confirmed a general satisfaction with the University, in terms of exacting entry standards and attention to the personalised research dimension of the degree programmes in terms of topics, processes and usefulness in career development, and the career/employment record of graduates. The expansion in specialisms has reflected its growing popularity, and this has been commented on elsewhere (paragraphs 6.1, 6.2), but the predominant mode of expansion seems to have been through intuition as to likely demand, and largely at the Faculty rather than at strategic levels.

15. The situation as far as TSURE’s market is concerned seems to be as follows:

- 15.1 A strong national position in respect of radio engineering and associated disciplines and a near monopoly in these fields regionally. Within the region, Rostov is a main competitor in general engineering, but internationally, TSURE is not a player. There are clearly concerns at TSURE about the expansion of private non-state institutions able to operate in Russia since 1996 through a relatively simple licensing process to Diploma level, and at a lower price than state universities.
- 15.2 There does seem to be something of a mismatch between TSURE’s current academic strengths and the prevailing regional economic profile based on steel, air, transport, agriculture, tourism and small businesses. The Regional Plan to 2010 foresees emerging strong trends in IT and information, bio-electrical sector, biomedical sector, auto-electronics, processing food, and the modernisation of the defence industry. The following questions therefore arise for TSURE:
- if it wishes to live up to its regional aspirations, it follows that a substantial diversification of its discipline profile and course structure is needed;

- many of the above areas have high costs, so lobbying for early recognition/licensing and a realistic equipment budget is advised;
  - there would seem to be a case for regional inter-institutional collaboration in the development of capacity to meet this latent demand (see paragraph 32.4);
  - continuing education is likely to be an important parallel growth area in provision for these industries.
- 15.3 We have already referred to the demographic trends, and the implications for the University (paragraph 6.6). This is not an immediate issue, but one that calls for careful advanced planning.
- 15.4 Demand – or imagined demand – seems to be addressed in a very spontaneous manner, as the documentation indicates, without a clear market assessment, (occasional) cost appraisal, or strategic marketing framework, sometimes with
- disappointing enrolments and “dead specialisations;”
  - a wide variation in ratio of applicants to places;
  - a failure to “sell” vacant places;
  - a market offer based on existing provision rather than need;
  - a 100% expansion of courses but only a 50% expansion of student numbers – which does imply inefficiency.
- 15.5 In the longer term, the draw of the international market place is likely to siphon off some students, given the improving health of the national economy, the increasing incidence of private money, and the strong interest in Russia to participate in the European Higher Education Area.
- 15.6 The regional market, of course, is for research as well as teaching, and the formulation of composite teaching/research agreements with regional employers /stakeholders holds distinct possibilities.
16. TSURE at the present time, therefore, represents a strong traditional specialised university in a partly monopolistic position, but presented with changing market conditions and opportunities, and somewhat handicapped internally by some conservative attitudes, curriculum inflexibility, a limited marketing capacity, and a lack of internal strategic academic processes. **We now turn to suggestions of how TSURE may evolve in future to meet the above challenges.**

- 16.1 **There is a small specialised group charged with market research and publicity at present, but which is mainly concerned with the organisation of student fairs, career days etc. rather than market research. This group henceforth should**
- **be reconstituted as a market research and public relations unit;**
  - **focus much more on serious market research;**
  - **participate, with appropriate faculty, much more fully in regional organisations, planning and consulting with stakeholders.**
- 16.2 **TSURE needs to establish its role in the international market, given the competition from universities such as Rostov, which has the advantage of being located in a larger and livelier city. This will probably call for niche marketing, and especially focusing on the Black Sea, South East Europe and Mediterranean countries, through appropriate strategic alliances.**
- 16.3 **As part of this international effort, TSURE would need to pick up the points mentioned in paragraph 9.3 and consider how far it should adopt the conditions of the Bologna Process – namely a course architecture that harmonises with the 3 + 2 +3 structures (Bachelors + Masters + Doctorate), and the ECTS credit framework.**
- 16.4 **The successful penetration of a changing student and labour market will involve the consideration of a number of academic issues, e.g.:**
- **There is probably too much specialisation in the undergraduate degree programmes. Greater flexibility is called for in the design of interdisciplinary programmes, beyond the already closely related disciplines, in areas such as humanities and engineering. The adoption of a creative credit framework and modular structure is implied here. Although double-majors are theoretically on offer, they may not be easy to realise, and, in any case, are still rather narrow.**
  - **Interdisciplinarity could well do with redefinition at TSURE, both at a philosophical and operational level. For instance, interdisciplinarity in courses may be achieved by a formally designed course programme where the contents and combinations are strictly prescribed. Alternatively, it could be achieved through the exercise of student choice in the context of more student managed learning. Each model has different attractions – but each opens up new market possibilities.**

- **Designing a means for the creation of experimental degree programmes that may be developed – and terminated – more rapidly than the full governance process allows for a major. The governance of many universities is so deliberate that market demand may have come and gone before the degree programme is in place. Excellent examples are evident in the West of simplified, market sensitive procedures.**
- **Continuing the development of new programmes in promising areas, e.g. Tourism, Executive MBA, Agriculture and Food, and Small Business, where the most economic growth is likely to be in the future.**
- **Developing a network of Branch (and other) Campuses for the joint delivery of Distance Learning in order to minimise duplication and conserve resources. Care should be taken to design software platforms collaboratively .**
- **More inter-university and college collaboration on programmes and research is desirable, as well as collaboration in the delivery of distance education with marketing joint degrees, MSc. and MBA combinations and so on. The VAP also gained the impression that deep collaboration is not taking place even with the Branch Campuses. Co-operation with private universities where it makes academic and market sense should not be precluded because of historical antipathy.**

16.5 **TSURE seems to need a more systematic and sophisticated process of academic planning that assesses both the quality of education/research and the buoyancy of trends of demand in the market place, and relates one dimension to the other as a basis for**

- **determining which courses should be developed;**
- **which should be phased out.**

This is, in effect, a matrix approach to academic planning. At present, radio engineering is an excellent programme but with low demand (1.6 applicants for each place). In addition to a static two-dimensional display of demand vs. quality of programmes it will be important also to gain a measure of the direction of movement. For example, military modernisation may place a renewed demand on certain programmes if they are modified to meet the new context. Similarly, areas of biotechnology and tourism may be an increasing vector. The construction of such a map is always difficult and projections are often not borne out, but if used judiciously and with broad brush strokes, it would be possible to identify the extreme boundaries. For example, lower quality programmes with low future demand can probably safely be phased out, while excellent programmes that match exciting new

areas of national investment should be enhanced. We were interested to learn of the SWOT initiative conducted by G. Y. Goldstein in the Department of Management, Economics and Marketing. It seems to us that this is potentially a worthwhile contribution to the development of strategic planning for TSURE as a whole and could be usefully evaluated.

- 16.6 In the Russian higher education system, opening new programmes require the approval of the Regional Labour Office and licensing by the Ministry of Education, but it is within the prerogative of the university to suspend a programme and to detain the entrance of the students to programmes that have low demand. Therefore, TSURE seems to have sufficient flexibility to respond to market needs. An analysis of regional needs and industrial demands on the unpopular programmes may indicate that some of these should be phased out. The freed resources may be dedicated to the other programmes that have both higher demand and a better future.
- 16.7 TSURE, with its well-established Centre for Retraining, is actively participating in the education and training of professionals. However, the continuing education programmes are not sufficiently promoted and thus an important source of income has not been fully exploited. TSURE has the potential to support the professional development of the adult population employed in public and private enterprises as well as helping the previous graduates to renew their skills through short training programmes. Many universities help the intellectual development of their communities through continuing education (lifelong learning) courses. TSURE's academic structure is quite suitable for the organisation of such programmes in the fields of language, computer literacy, engineering, science etc. Up to now this potential has not been utilised effectively. **Accordingly, the VAP team recommends the following:**
- **strengthening the marketing function for continuing education (see also paragraph 16.1);**
  - **redefining the characteristics of the population groups with potential for lifelong/adult learning. In Western Europe, this has meant those needing professional updating, those needing further qualifications in their original discipline(s) for career progress, those needing career conversion opportunities, those who missed out on higher education earlier in their lives, those who failed earlier but want another chance. Such an analysis would greatly advance TSURE's efforts in this field;**
  - **staff development and research opportunities in new adult pedagogues;**

- **collaborative continuing education with employees – and accurate costing and pricing;**
- **a consideration of the possibilities of accrediting prior learning (APL);**
- **Incorporating student participation in the Radio and TV studio established by TSURE will contribute to their individual development and also strengthen the public image of the University;**
- **enhancing the position of continuing education in the strategic plan, and creating adequate reward systems for staff, to encourage them to commit themselves to their work and departments.**

17. Clearly much of the above demands a strategic commitment by TSURE, building on some already excellent activities and dedication of staff. **However, we should also mention:**

17.1 **Market related activities are not just about teaching, though this was the main focus of discussion. Marketing for contract research, developing spin-off companies, and other technology transfer activities via the Research Park is also highly pertinent.**

17.2 **There seems to be a clear need for more co-operation at the regional level between universities, and it is hoped the Rectors' Conference would take a lead in this, since no one university has the total expertise needed to serve the regional market.**

17.3 **TSURE is trying to involve the external stakeholders in its planning activities, however, it was observed that alumni relationships are rather weak, despite the very favourable comments made by the alumni we met. Despite the fact that in the past few years the University has tried to reach a vast number of alumni, the response rate was very low. New strategies need to be developed to involve alumni in major activities of the University. The experiences of some universities show that it is less difficult to attract graduates few years after their graduation. Although in the early years their contributions to the University may be insignificant, keeping them in touch with the University will bring benefits in the long term, i.e.**

- **donations;**
- **as employers through student placement and employment;**
- **as managers, through the commissioning of research;**
- **goodwill and advice.**

**We warmly support TSURE's efforts in this regard.**

17.4 **All the above issues contain huge staffing implications, e.g.:**

- **training in new pedagogies;**
- **professional updating;**
- **helping staff move from overstaffed under-demand areas to understaffed popular areas;**
- **incentives.**

We wish we had had more time to explore these issues during the visit.

**V. Technology and the Implications for TSURE, Especially in Relation to Distance Education**

18. The application of e-technology is having a major impact on higher education. Although the pedagogy of on-line learning is still in its infancy it is already being accepted as a powerful tool that will increase the range and excitement of learning, and significantly change internal practices within universities.

TSURE, as one of the leading universities in Russia, has the opportunity and traditional responsibility to disseminate innovating ideas in several fields, including new learning technologies. The VAP team observed that TSURE is aware of such responsibilities and hence aims to pioneer the development of distance learning tools and methods based on the Internet across a range of disciplines both technological and non-technological. This is a natural extension of traditional and correspondence learning, and a response to conditions such as the transition to a market economy, the increasing need for access to higher education, and the demand within the region for high quality, non-campus based education.

19. To date, the achievements have been considerable, and include:

- 19.1 The establishment of a stable organisational infrastructure to develop the institution's capacity, consisting of a Centre for Distant Education (CDE) and a Scientific Council on Distant Education, as part of the Academic Council Structure.
- 19.2 The variants of distance education, so-called "soft" and "tough", catering to both campus and non-campus provision.
- 19.3 The development of intelligent tools.
- 19.4 A structure of intelligence systems (Web City, Blackboard, Prometheus etc.).
- 19.5 A well-articulated chain of distance technology tools to address various stages in the distance learning process:  
enrolment → learning → examination → attestation.

- 19.6 A strong experimental ethic and the readiness to try out new possibilities, including a strong engagement with international standards.
- 19.7 Significant progress in the testing of materials and the quality of teaching/ learning processes appropriate to these media.
- 19.8 The engagement of specialists on multi-media technologies and colleagues from across the University to help teachers prepare materials.

20. While all these developments are most commendable, we would offer some additional observations:

- 20.1 Because the CDE is responsible for distance learning project in the University, at present e-learning is taken as an independent exercise rather than an integral part of curricula and it seems that the involvement of other academic units is rather limited.
- 20.2 TSURE should not be overly concerned with the availability of IT infrastructure in the region, as information technologies are widely used in the Russian Federation. Most regions have Internet infrastructure and TSURE is connected to the TSURE system via regional universities without having made high cost investments.
- 20.3 There is a Federal programme for the Open University in Russia, and it seems that the financial support for the present studies for e-learning in TSURE is provided by this programme. The plans for establishing a Federal Electronic Library will support the advancement of a nationwide virtual university, where TSURE may be one of the key players.
- 20.4 The development phase of distance learning naturally demands the know-how of CDE's staff and at the content development phase the participation of the faculty members is essential. It was observed that faculty members of various departments are not greatly involved in the development phase of distance learning programmes because there is no incentive for them to join. If faculty members publish traditional learning materials, their intellectual property rights are protected under the existing legislations. However, this is not the case for e-learning material. Faculty members would expect financial gains as a result of their preparations of content material, but the existing system does not provide any financial benefits for them. An ordinary faculty member may not be well equipped with new technology and thus strong technical support should be provided. CDE with its limited personnel may be unable to provide the necessary technical assistance and hence may require additional technical staff.
- 20.5 TSURE no doubt has the technical infrastructure to initiate an Internet based distance learning system, but the success of such programmes depends also on the accessibility of potential students. This requires the co-operation of other colleges and universities in the region. At

present the regional institutions do not participate and one perception is that CDE does not seem to seek regional co-operation for either the development or the monitoring of programmes.

We perceive that TSURE is trying to establish its own standards rather than seeking a regional (maybe national) standardisation on the core development. Successful regional co-operation would enhance convergence to the same standards and development of compatible programmes. CDE is developing the existing core by using a well-established international standard, IMS (Instructional meta data standard). It is possible to use SCORM (sharable content object resource metadata) or others in parallel, w.w.adl.org provides useful information on this.

**21. In light of the above, and in the spirit of helping the University move things on, the VAP team would recommend the following for the University's consideration:**

**21.1 Our impression is that TSURE, in its evolution of this important area has dealt with many technical issues, but perhaps to the neglect of the planning for the whole system. This is quite understandable, but makes it difficult to seek a clear policy frame. However, even at such an early stage, the system should be conceptualised in a broader perspective and the distance learning should be integrated with the strategic plan of the University. Our view is therefore that the University must plan the whole system and the key areas in a comprehensive way. At this stage some of the areas that need to be addressed may be the following:**

- **the range of client groups for the programme;**
- **the level of the programme (TSURE needs to determine whether it wants to have undergraduate or post graduate distance learning programmes);**
- **a quality assurance system both for content development and testing;**
- **performance measures of the programme;**
- **tools for assessing the learning efficiency of the students;**
- **financing mechanisms for the sustainable development of the system;**
- **resourcing, including issues of internal resource deployment.**

**We now turn to some of these in more detail.**

**21.2 Regarding the programme possibilities:**

- **Whilst it may be premature to offer a full distance learning programme at this stage, this should be a medium term aim.**
- **Internal learning should certainly be exploited fully for campus based programmes, for various reasons – to encourage student managed learning, to free up scarce staff time and reduce teaching workloads, to cut costs.**
- **The use of Internet courses for TSURE provision in the international Black Sea area and South West Asia holds obvious possibilities, both at under- and postgraduate levels.**

**21.3 Regarding financing, some universities at the initial stages confine their e-learning courses to paid certificate (programmes not leading to a degree) and Master of Science programmes. The income generated by these programmes are then shared with the instructors. On the other hand, some institutions have external funding to support the instructors. TSURE needs to search for alternatives for joint finance from regional, national and international sources (EU, UNDP, etc.). Feasible project proposals involving international participation have a considerable chance of receiving international funding. Such international co-operation will help TSURE to visit and learn from the experiences of other universities.**

**21.4 Regarding personnel considerations, there are clearly implications for both academics and administrators, and personnel planning relating to e-learning still has a way to go.**

- **Different specialisations are needed for course preparation, for the conduct of the courses, and at the evaluation phase. All these activities may be pursued by different people.**
- **Specialised groups for marketing and administrative activities are needed.**
- **For asynchronous programmes, continuous monitoring and tutoring will be necessary.**
- **The clients of such programmes access the system at odd hours and need to receive an immediate response for their inquiries, class works, and discussions. TSURE may consider using its graduate students for some of these activities.**
- **The faculty needs be motivated and compensated for the design and implementation of interactive tutorials, home work assignments, case studies, etc. for the dissemination**

**of the existing knowledge of the University to different echelons in the main campus as well as to the students and faculty of regional campuses. To succeed in this venture, TSURE must plan for staff development programmes and provide guidance to all participants.**

- **The existing teaching load calculations of the instructors in TSURE are based on traditional classroom contact hours. This system needs to be revised to take into consideration the work load related to e-classes if wide spread involvement of the faculty is desired.**
- 21.5 **Regarding marketing, there is an increasing demand for distance learning programmes in many countries. Similar demand may exist in Russia where the growing numbers of young population become highly interested in educational technologies. Through a proper marketing strategy, TSURE can convert its know-how in e-learning to a sound financial tool.**
- 21.6 **The University recognises that the distance learning system must be supported by suitable physical facilities and infrastructure. For interactive synchronous classes, it will be necessary to build “intelligent classrooms” or “e-classrooms,” which will require video conferencing hardware, electronic boards, etc. The funding for such investments must be provided either from the region or from the state, since TSURE’s budget may not have the necessary allocations.**
- 21.7 **With regard to quality assurance,**
- **CDE’s efforts for achieving technical excellence must be supported by a quality system in teaching. TSURE may establish an internal refereeing (accreditation) system. The contents developed for e-classes may be evaluated by a group of referees for their originality and teaching effectiveness. Only approved courses should be offered to prospective students. This will help to improve the quality of teaching material. Furthermore, this may act as a step in establishing copyrights of the materials once they have been approved by the referees for originality.**
  - **CDE’s staff is puzzled with the legal issues related to distance learning. However, the existence of the federal programme “2002 – 2004” on open education and the existence of a federal electronic library indicate a relative preparedness on the side of the federal government. Furthermore, as far as the opening and developing of a distance learning programme is concerned, the procedure would appear to be the same as for opening a new traditional programme for which TSURE has sufficient expertise. To use computer technologies in a course should be entirely an internal matter for the University. As long as**

**the quality standards are met, e-courses can be as effective as traditional courses.**

- **Another area that needs to be addressed is the lack of Total Quality Management (TQM) system for distance learning. TSURE should start planning this system as early as possible. This system is expected not only to establish the quality infra-structure of the new system, but also to provide comparison criteria for the learning performance among traditional and distance learning programmes.**

21.8 **Finally, we agree that strong communication within the University and sufficient technical and financial support to the individuals who participate in distance learning programmes is necessary to alleviate most resistance existing among the faculty. The effectiveness of the Scientific Committee for Distance Learning should be reviewed in this light. The mainstreaming of distance learning is considered imperative.**

## **VI. Issues of Quality Assurance and the Student Perspective**

22. The dossier provided by TSURE for the visit by the VAP team leaves no doubt that quality issues are perceived to be of crucial importance to the University. Indeed, all the principal strategic priorities in section 4 of the dossier assume a significant commitment to quality improvement – achievement of research, university status, assurance of high quality teaching and research, international accreditation, international student expansion, public/client support and recognition. These do, of course, contain different imperatives for quality processes, and imply different external stakeholders to be satisfied. This differentiation is a potential source of complexity.

23. At the outset, therefore, the VAP team wishes to identify and commend a range of very positive features in TSURE's quality approaches, namely:

- 23.1 strong commitment and enthusiasm for the development of robust processes and targets across a wide range of domains;
- 23.2 extensive and well-thought out documentation for education quality control;
- 23.3 seeking ABET accreditation, which in itself has been a significant catalyst for investment in
  - TSURE's international status,
  - the development of a culture of quality,
  - the design of new processes,
  - a clarification of TSURE's philosophy towards quality;

23.4 the state attestation record – and TSURE's position in the rankings;

23.5 the evolution of a range of effective quality techniques, e.g.:

- ICTD for student development,
- student questionnaires,
- staff assessment and the inspection of classes,
- the five year cycle of review,
- professional development of academics,
- clear programme specifications and competency criteria;

23.6 a number of support units to enhance quality efforts.

All these are evidence of a quality conscious university.

24. However, it did occur to the VAP team that there are certain areas which may require attention. These may be summarised thus:

24.1 The strategies indicated in paragraph 4.3 of the dossier are something of a long list of desirables, often at a very broad level. There does not seem to be a grouping of these elements in terms of domains or functions, nor in terms of ends to means. Consequently, we wonder how operable and action-oriented these really are – as distinct from a reputable wish-list.

24.2 We do detect a tendency (especially during the discussions) to be overly quantitative and overly mechanistic, in the attempt to convert quality assessments into formulas. We appreciate the spirit behind this, but similar attempts in the West have not been particularly successful, as they downplay judgement and impression. **We urge caution in this.**

24.3 The overt quality processes and techniques quoted above relate principally to education, but it could be argued, in a comprehensive quality system, equal attention should be given to research, distance education, technology transfer, continuing education and administrative departments. Each of these has rather different quality assessment and assurance needs and processes. The strategic priorities of TSURE make it clear that these are important areas, and thus it is logical that robust quality processes should also be found here.

24.4 Discussions do not reveal a particularly clear picture across the University on the cycle of activity into which quality assessment techniques fit, i.e.

- understanding of the characteristics of the regular annual timetable of review;
- the formulation of synoptic reports at Faculty and university levels to draw out major issues for action or policy discussions;
- the relationship, if any, between quality review and subsequent remedial action – resource investment, staff development, mechanisms for securing improvement and planning priorities of individual departments;
- learning from evaluations – good and bad – and creating mechanisms for transferring good practice across the University.

24.5 In short, the preponderance of attention on technique seems to us to have partly resulted in a loss of organisational focus for quality activities, which may be compounded by a lack of clarity on lines of responsibility for quality as an area, and also its implementation.

24.6 We strongly commend the seeking of ABET accreditation for the reasons mentioned. However,

- What about international accreditation for other disciplines? Will they follow?
- Is ABET accreditation just about international standing – or should international accreditation also be about international student mobility and credit transfer? If so, then the Bologna Process – and the various quality dimensions are equally important.

25. We mention these points primarily as a contribution toward thinking on how the quality processes might develop at TSURE, and to this we now turn, with some recommendations for consideration by TSURE :

25.1 **Whilst we appreciate the range of quality objectives and techniques currently being deployed, we feel there is the need for TSURE to conceptualise its quality strategy as a whole, i.e.**

- **What is its overall character, purpose, philosophy and underlying assumptions?**
- **What domains of institutional activity should it cover?**
- **What planning – quality cycle is being used?**

- **How does quality activity connect with other organisational processes (e.g. how should it connect with the discontinuation of courses; planning decisions etc.)?**
- **What is the relative contribution of qualitative and quantitative judgements?**
- **Is the range of internal and external stakeholders involved in the quality review process broad enough, especially given TSURE's mission and regional aspirations?**
- **How can the various quality priorities be sorted into operational clusters and ends – means relationships?**

Discussing these questions, we feel sure, will help generate a coherent quality strategy.

25.2 **There seems to be a case for clarifying and making publicly explicit organisational responsibilities and foci for quality matters, e.g.**

- **TSURE should consider establishing a Quality Officer to design and steer quality processes, manage the database, monitor the effectiveness of processes, spread good practice, raise concerns at various levels and insist on a full discussion of issues arising;**
- **mechanisms for the principal University and Faculty councils to take ownership of quality issues.**

25.3 **The VAP team commends the initiative to seek international accreditation (ABET), but also suggests that:**

- **TSURE consider how this may be logically extended to other disciplines in a planned programme.**
- **It might be prudent for TSURE to shop around for agencies other than ABET for wider accreditation purposes, since there are significant differences from agency to agency in terms of global credibility, costs, post-accreditation services rendered, the possibility of joint collaborative programmes, degree of bureaucratisation, etc.**
- **The other international non-accreditation initiatives regarding Bologna are not neglected, since these may have more potential for genuine internationalisation.**

25.4 **Technically, TSURE may find it helpful to consider:**

- **the development of explicit codes of conduct for particular domains;**

- **the use of Total Quality Management approaches for key management processes, e.g. international student business, technology transfer.**

However, TSURE has a series of very promising initiatives in this field, and the VAP team wishes it well in its ABET quest.

## **VII. Organisational Implications of TSURE's Development Plans**

26. Although the dossier prepared by TSURE focuses on the possibility of a Board of Trustees as the principal organisational issue, discussions revealed that the present structure and future strategic intentions are likely to hold wider organisational implications than for joint Trustees. Among the factors that emerged are:

- 26.1 the widespread desire to develop more purposive, activity based relations with a wide range of regional and governmental stakeholders, especially in terms of regional innovation, training, and information;
- 26.2 the development of co-operation with other higher education institutions in joint activities;
- 26.3 reformulation of University leadership roles in the Taganrog system of education;
- 26.4 ensuring that the senior management of the University is sufficiently cohesive and differentiated to provide the necessary strategic leadership of the new priorities;
- 26.5 ensuring that the organisational structure, which has commendably evolved to embrace new functions, does not become unnecessarily fragmented, loose, and confusing;
- 26.6 ensuring that the future organisation provides sufficient support and incentives for the colleges and departments to be innovative and entrepreneurial;
- 26.7 ensuring that the University's strategic planning capacity is robust.

We shall address these issues in the following paragraphs.

### **Board of Trustees**

27. TSURE is clearly very interested in the possibility of a Board of Trustees (as it is termed in the USA and Canada) or Governing Body or Council (in the UK) and our discussions indicated that:

- 27.1 TSURE is seeking accreditation from Western bodies (e.g. ABET) because such boards do tend to be an attribute of such foreign universities (although a Board would not be an obligatory part of an accreditation award).

- 27.2 The current interest stems from the “prospect of integration of our universities with several colleges, situated in the same city and acting at present separately and autonomously. The inclusion of prominent graduates and other citizens on a Board is also believed to be an important means of increasing public understanding and visibility for the University.”
- 27.3 Generally and world-wide, university and public organs seem to be demanding greater accountability of university leadership.
- 27.4 There is also the recognition that universities in Russia and elsewhere will undergo a major transformation as a result of new technologies in the Information Age. It will be important for society at large to be involved in the work of universities to meet the knowledge needs of the 21<sup>st</sup> century, including education throughout life.
- 27.5 Universities may be perceived to have governance systems that are too cumbersome for timely decision making, and that the quest for consensus does not always result in the best outcomes – or may possibly lead to avoiding problems.
- 27.6 Finally, we note that the new environment for Universities calls for less reliance on state resources and greater reliance on entrepreneurship. This trend can be accelerated by a Board of Trustees with closer ties to external trends in industry and society.
28. As TSURE points out, Russian universities do not tend to have such Boards, so we certainly commend TSURE in its readiness to evaluate openly the possibilities and benefits in its particular context. We would observe that, in the West, there are many models to be explored, and attention is especially drawn to a statement by the US Association of Governing Boards on the fundamentals of institutional governance. The Higher Education Funding Council for England also has publications on the same topic, as samples of approaches (the VAP team will be happy to provide these). Our advice would be to select elements relevant to TSURE’s particular situation, but we take the liberty of indicating some features worthy of consideration.
29. We fully recognise the concerns expressed by members of the University expressed regarding the effect of a Board on TSURE. These may be summarised as:
- 29.1 the possibility of infringing on the jurisdiction and management authority of the Rectorate, i.e. becoming a second administration;
- 29.2 issues of jurisdiction *vis à vis* the academic authority of Academic Council;
- 29.3 dubious motives or possible personal competition or unethical practices on the part of Board members;

- 29.4 a possible issue of differentiation of responsibility with regional/federal ministries – indeed, a presumption may well be that the state devolves part of its oversight of institutions to such Boards.

We acknowledge the legitimacy of such concerns, but there is ample evidence from elsewhere that these are certainly manageable and that robust preventative measures can be taken – to which we refer later. **The VAP team thus makes the following recommendations for the consideration of TSURE and its partners:**

### 30. Initiation of the Board

- 30.1 **The University should work with the Ministry of Education to create a Governing Board as soon as possible. We specifically recommend a Governing, rather than an Advisory Board to the Rector. Advisory Boards may also be useful, however, around specific topics. Such advice can be given at various levels, to the Rector and Administration, to Deans and Department Heads.**
- 30.2 **The Administration, under the leadership of the Rector, would be advised to launch a public campaign to clarify the value of a Board of Trustees – i.e. the function and role, areas of authority and delegation, and the high honour of serving as a Board member.**

### 31. Jurisdiction and Role of the Board

- 31.1 **The University and Ministry would need to determine the areas of final authority of the Board, and areas that will be delegated to the Rectorate or to the Academic Council, recognising that, ultimately, the Board may change the decision regarding a delegated function. This outcome should be the exception rather than the rule if the Board and the internal governance are functioning well. Areas of Board authority will likely include financial accountability, financial audit, broad policy directions, including the determination of the mission. Areas dealing with the curriculum would be delegated to the Council and Rectorate. Nevertheless, the Board should be sufficiently well informed by the University regarding expected outcomes of the curriculum, such as coherence and quality assessment, in order to be able to ask pertinent questions of relevant governance groups. Above all, the internal management of the University should be the preserve of the Rectorate, faculty, staff and students, once the overarching policies and directions have been set. The Board should not micromanage but rather ensure that the Rectorate and staff are held accountable.**
- 31.2 **In other systems, an important function of the Board is the appointment of the Rector. Typically, the Board would appoint a broadly constituted Search Committee including members of the Board, students, faculty and staff, alumni representation as well as leaders in society, industry and business. This committee**

would recommend a small number of candidates which could be internal or external, all of whom would be fully acceptable to the Search Committee, from which the Board would make the final selection. This process leads to a convergence of views of many constituencies, without either constraining the Board in the final selection, or failing to involve the Community. The Board would also evaluate the Rector's performance periodically, also after broad input.

The VAP team well understands that European systems favour elected rectorates and respects this position. Whether there should be election or appointment of the rectorate is not for us to say. We merely observe here that the appointment of a Rector is a function of Boards in Anglo-Saxon systems generally.

- 31.3 The Board should not be seen or behave as advocate of the appointing authority, and should serve the Institution as a whole.

## 32. Composition of the Board

- 32.1 The Board should not be so large that scheduling is cumbersome, nor so small that an individual Board member with a specific agenda (which will happen from time to time) could unreasonably influence the Board. A Board should probably have between 10 and 20 members, possibly at the larger end initially when internal membership is included.
- 32.2 Appointments for four-year terms, renewable for an additional four years, is customary. The University and Ministry, in consultation with civic leadership, should determine the process for selection. The appointments could be made by the Ministry, from a slate of candidates recommended after wide consultation inside and outside the University or alternatively elected or nominated by constituencies. Attention should be given to diverse membership, with representation of men and women, alumni, civic, regional and economic leaders, and some members with knowledge of the future important directions for higher education in the 21<sup>st</sup> century.
- 32.3 In the pilot phase, it will be desirable to have internal representation on the Board from the Academic Council and from the TSURE Conference. This inclusion would provide a smoother transition from the current governance system. However, the external membership should be a substantial majority. The precise proportion of internals to externals is open to debate.
- 32.4 In the dossier, the University drew our attention to one important motivation for forming a Board stemming from the interest in developing a system of networked regional Colleges and Universities. In this case, the membership of the Board would have to be even more broadly constituted. It is probably advisable to proceed with the TSURE Board initially, encouraging other

**Universities and Colleges to do likewise. Discussion may take place then on forming a system, after initiating a number of pilot programmes. In general, the VAP team recommends an evolutionary rather than a revolutionary path to reforming the Governance Structure.**

### 33. The Operation of the Board

- 33.1 **If a Board is to be any use, its role in strategic planning and broad directions will be critical, since this is something academic councils do not always do well. The Board should therefore establish a strategic planning process conducted by the Rectorate, in which it would approve plans, monitor their implementation, and ensure a close fit between academic and non academic planning, especially the budget and financial projections.**
- 33.2 **It is considered vital that the Board should restrict itself to general principles. For example in the allocation of resources, the Board may be involved broadly, based on recommendations from the Rectorate (which in turn has been widely consulted inside the University), on general areas of emphasis in research, teaching and outreach. Once agreement is established on the principles, the Board should hold the Administration accountable for implementation. Similarly, in other areas, the University should be held accountable for results, with oversight and regulations minimised.**
- 33.3 **In order to expedite decision making in the more fluid environment of today's world, an effective Board would set clear timelines for recommendations and conclusions to be reached, and ensure that the campus understands these timelines.**
- 33.4 **Most Boards of Trustees organise themselves into Standing Committees, attending to specific areas, e.g. Strategic Planning, Finance and Audit, Personnel Development, etc., staffed by appropriate members of the administration. It is an open question as to whether Boards would consider academic affairs per se, or whether these would be rolled into general discussions on strategic development. In Western Europe, such Boards would traditionally not consider academic matters. These sub-committees could draw upon internal membership in order to be more inclusive. Normally, the Committees then make recommendations for action to the full Board. In this way, input from the University Community will be part of the sub-committee deliberations and recommendations, while the externally constituted full Board makes the final decisions. This structure would tend to provide appropriate checks and balances.**
- 33.5 **One might normally expect a Board cycle of three meetings per year with associated committees, and it is strongly recommended that, even if the meetings are not public (which they perhaps**

**should be), the record should be. One should clearly guard against closed cabals, and joint meetings with the Academic Council, especially on the Strategic Plan, are warmly commended.**

34. It should be recognised that membership of a Board is important and that such service is a high honour. If the procedures described above are followed, the creation of a Board of Trustees almost always improves the overall understanding of the university, internally and externally. It is likely to improve the image of the university in society and, by listening to the various stakeholders, is likely to lead to a surer and wiser design of the university in the 21<sup>st</sup> Century, building on TSURE's outstanding national and regional reputation. The Board can also serve as a useful buffer – and referee – between the university and the Ministry, since the Ministry obviously has less detailed knowledge than will the Board on many issues. The current system of governance was apparently established ten years ago to lessen the power of the Rector, and to increase the role of Government. A Board of Trustees, with confidence in the Rector whom they have selected, may actually serve to increase the autonomy of the university and streamline responsible decision making. The concept of a Board and shared governance on many issues is an important stage in the evolution of TSURE, and in the important regional, national and international role it will be called upon to play.
35. **Finally, we recommend that the Governing Body be established as a pilot model for three years, after which the results should be assessed according to pre-determined criteria, developed with the University Community, the Ministry and by Civic Leaders. Some aspects of these criteria are implicit in the recommendations.**

#### Other Organisational Issues

36. It will be apparent from the above discussion on Boards of Trustees, that many options are open. It also follows that the institutionalisation of a Board as well as other issues discussed will have various knock-on effects, such as:
- 36.1 **The need for a robust and rigorous strategic planning process, since the Board will need this to do its job properly. The importance of this, of course, has been demonstrated in various other sections. The VAP team would be pleased to advise further on this if requested.**
- 36.2 **The role and operation of the Rectorate in future. The University currently has seven vice-rectors, which seems a good disposition. However, given the issues discussed in this Report, it could be argued that a clear organisational responsibility for strategic planning, evaluation and quality generally is needed, notwithstanding the obligation of all vice-rectors to plan strategically and assure quality in their own domains. To achieve this may simply require the reformulation and refocusing of the Provost Vice Rector's role. However, it does seem to be necessary.**

**36.3 The organisational chart is clear, but there does seem to be some ambiguity relating to the precise roles, status, and organisational fit of the organs on the right-hand side (e.g. TSURE EPC; RIMSC, IRCQUIR etc.). Since these seem to be primarily market related/project centred units, some ambiguity may perhaps be expected, and perhaps does not matter. However, it is not clear**

- what the effectiveness of the relationships are with colleges and departments (if any) in teaching and research;**
- what is their financial basis;**
- whether they are permanent or only have a life as long as particular projects exist;**
- whether they are financially effective;**
- how effective they are in fulfilling their expectations.**

**The main point is that if the University is likely to expand its income generating/market related activities, these are fairly important questions. The instinct of an external observer would be to question whether some rationalisation or realignment would be possible.**

**37. The plans of TSURE include reference to innovative activities such as the expansion of international student numbers and non traditional/continuing education students/lifelong learning and training, but it is not clear what support exists organisationally for these new functions – policy development, marketing, student support, academic/technical expertise etc. Again, we recommend consideration be given to this, since innovations in these areas have the habit of going wrong without proper initial backing.**

**38. One final observation is related to the question of how effective TSURE is in the engagement of the contributions of various colleges and departments in inter-disciplinary teaching and research. This is an area we did not have the time to pursue in depth, but it is one we recommend that the University consider with care, as this is likely to be a substantial future challenge.**

## **VIII. Conclusions**

39. The various sections of the report indicate our recommendations for the further development of TSURE in relation to the issues defined by the University. We hope that we have addressed the expectations of the University in our comments, and would be glad to advise further if this would be helpful.
40. There is no doubt that the recommendations are quite numerous and, potentially, very stretching for the University. We would certainly suggest that the University should prioritise our recommendations, both in terms of criticality and timing; we would certainly not wish to overload TSURE's innovative capacity.
41. In essence, across the whole range of our observations, there may be detected some critical dimensions. These are:
- 41.1 A reconsideration of the processes of institutional evaluation, quality review, and strategic planning, to cope with the variety of external agendas.
  - 41.2 A reinvigoration of TSURE's strategic collaborations – regional, national, and international – since these will certainly be critical to TSURE's repositioning and future evolution.
  - 41.3 An intensification of the efforts to diversify and extend sources of income generation, since this will be vital to sustain the innovations and developments proposed.
  - 41.4 A purposive, improvement-oriented human resource strategy, since TSURE is a very labour intensive organisation – as, of course, are all universities.
42. Finally, we thank once more the Rector and all his colleagues for a most stimulating, hospitable and enriching experience. We trust our recommendations will be helpful, and wish the University the very best in its strategic quests.

## **Visting Team:**

### **John Davies (Team Leader), United Kingdom**

Dr. John Davies is dean of the graduate school and former pro vice chancellor for research, enterprise, and innovation at Anglia Polytechnic University and pro vice chancellor for quality assurance and organization development at La Trobe University, Australia. He is also professor of higher education management at the University of Bath, academic director of the European Rectors Management Program, and has been a consultant in higher education management to the European University Association (EUA) and the Organization for Economic Cooperation and Development (OECD) since 1977. The founding dean of the Anglia Business School and chair of its Higher Education Management Program, Professor Davies has undertaken numerous strategic consultancy projects in higher education in several countries and directed research and development projects for OECD, UNESCO, and the European Union. Professor Davies is a member of the Universities Project Advisory Committee, an alumnus of several Universities Project symposia, has chaired the faculty of the Russian symposia, and has served as team leader of consultant visits by the Visiting Advisors Program to the Russian Federation.



### **Canan Cilingir, Turkey**

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### **David Scott, USA**

Dr. Scott was chancellor of the University of Massachusetts, Amherst from 1993 to 2001. He was previously the John A. Hannah Distinguished Professor of Learning, Science and Society at Michigan State University, where he had also served as provost, as vice president for academic affairs, and was the John A. Hannah Distinguished Professor of Physics and Astronomy and of Chemistry. Dr. Scott is a Fellow of the American Physical Society and is well known nationally and internationally for his work in nuclear collisions and higher education. He is chairperson of the American Council of Education Commission on International Education and of the Higher Education Division of the United Way. Dr. Scott holds a Ph.D. in nuclear physics from Oxford University, United Kingdom.



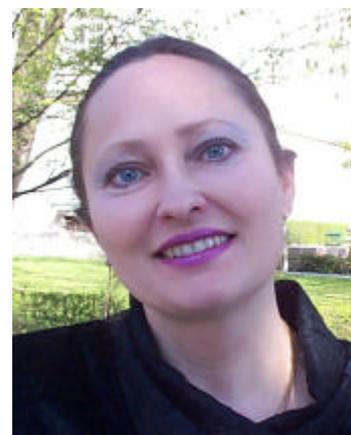
**Vasily M. Zhurakovsky, Russia**

Vasily M. Zhurakovsky is a former First Deputy Minister of General and Professional Education of the Russian Federation. He has previously served as deputy chairman of the State Committee of the Russian Federation on Higher Education, as deputy minister of The Russian Federation for Science, Higher Education and Technological Policy, and as deputy chairman of the State Committee of the Russian Federation for Science and Higher Education. Dr. Zhurakovsky has also served as rector of the Rostov-on-the-Don Technical Institute. He is member of the Academy of Engineering and Academy of Natural Sciences and holds a doctorate of technical sciences from the Rostov-on-the-Don Institute of Agricultural Engineering. Dr. Zhurakovsky is a member of the Universities Project Advisory Committee.



**Helene Kamensky, Austria**

Dr. 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.



**Schedule**

Time	Participants	Event	Location
<b>Sunday, June 8: Arrival in Moscow</b>			
<ul style="list-style-type: none"> <li>• 20:20 pm (BA 874)</li> <li>• 12:40 pm (TK 1413)</li> <li>• 14:55 pm (AUA)</li> </ul>	<ul style="list-style-type: none"> <li>• John and Sue Davies</li> <li>• David Scott</li> <li>• Canan Cilingir</li> <li>• Helene Kamensky</li> </ul>		NOVOTEL, Sheremetyevo 2, Moscow 141400, Phone: +7 095 926 59 00
21:15		<i>Dinner</i>	Restaurant NOVOTEL
<b>Monday, June 9: Arrival in Taganrog</b>			
15:35 pm (D9 371)	<ul style="list-style-type: none"> <li>• John and Sue Davies</li> <li>• David Scott</li> <li>• Vasily Zhurakovsky</li> <li>• Canan Cilingir</li> <li>• Helene Kamensky</li> </ul>	Departure from Moscow	Hotel “Golden Coast”, 16-a, Schmidt street, Taganrog, Phone: +7(863-4) 311- 357, 311-563
17:20 pm		Arrival in Rostov, Departure for Taganrog	
20:00		<i>Welcome Dinner with Rector</i>	Restaurant
<b>Tuesday, June 10</b>			
8:00 - 8:30		<i>Breakfast</i>	Hotel
9:00 – 10:30	Rector and his team <b>Chair:</b> Rector <b>Co-Chair:</b> John Davies	Institutional concerns and goals. Problem list. How the University tries to solve these problems	Rector’s office
10:30 - 11:00		<i>Coffee break</i>	
11:00 - 13:00	<b>Working group 1</b> <b>Chair:</b> Vladislav Zakharevich <b>Co-Chair:</b> Vasily Zhurakovsky	Implementation of the HE reform in TSURE	Room D-229
13:00 - 14:00		<i>Lunch</i>	
14:00 - 16:00	Rector	Visiting the TSURE's research and academic facilities (University complex)	
16:00 - 16:30		<i>Coffee break</i>	
16:30 - 17:15	Rector	Meeting with City Administration	City Hall
17:15 - 21:00		<i>Dinner</i>	Student camp
21:00		Debriefing meeting	<i>Hotel</i>
<b>Wednesday, June 11</b>			
8.00 – 8.30		<i>Breakfast</i>	Hotel
9:00 - 11:00	<b>Working Group 2</b> <b>Chair:</b> Anatoly Kalyakin <b>Co-Chair:</b> David Scott	Academic Structure and Governance within the University: Board of Trustees	Room D-229
11:00 - 11:30		<i>Coffee break</i>	
11:30 - 13:00	<b>Working Group 2</b> <b>Chair:</b> Anatoly Kalyakin <b>Co-Chair:</b> David Scott	Academic Structure and Governance within the University: Board of Trustees	Room D-229
13:00 - 14:00		<i>Lunch</i>	

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14:00 - 16:00	<b>Working group 3</b> <b>Chair:</b> : Victor Obukhovetc <b>Co-Chair:</b> John Davies	Quality assurance	Room D-229
16:00-16:15		<i>Coffee break</i>	
16:15 – 17:00	<b>Working group 3</b> <b>Chair:</b> : Victor Obukhovetc <b>Co-Chair:</b> John Davies	Technology in HE: Quality assurance	Room D-229
17:00-18:00		Debriefing meeting	Hotel
18:00 - 19:00		<i>Dinner</i>	Restaurant
19:00		<i>Cultural program (Optional)</i>	
<b>Thursday, June 12 (Independence Day)</b>			
8:00 – 8:30		<i>Breakfast</i>	Hotel
9:00 – 11:00	<b>Working Group 4</b> <b>Chair:</b> Gennady Ivanov <b>Co-Chair:</b> Helene Kamensky	Role of the Market-place and Course Development	Room D-229
11:00 - 11:30		<i>Coffee break</i>	
11:30 - 13:00	<b>Working Group 4</b> <b>Chair:</b> Gennady Ivanov <b>Co-Chair:</b> Helene Kamensky	Role of the Market-place and course development	Room D-229
13:00 - 14:00		<i>Lunch</i>	
14:00 - 18:00	<b>Vladimir Moskin</b>	City tour	
18:00		<i>Dinner</i>	Restaurant
20:00 – 21:00		Debriefing meeting	
<b>Friday, June 13</b>			
8:00 - 8:30		<i>Breakfast</i>	Hotel
9:15	<b>V. Popov</b>	H.Kamensky: Departure	
9:00 - 11:00	<b>Working group 5</b> <b>Chair:</b> Victor Kureichik <b>Co-Chair:</b> Canan Cilingir	Technology in HE: Distant Learning	Room D-229
11:00 - 11:30		<i>Coffee break</i>	
11:30 - 13:00	<b>Working group 5</b> <b>Chair:</b> Victor Kureichik <b>Co-Chair:</b> Canan Cilingir	Technology in HE: Distant Learning	Room D-229
13:00 - 14:00		<i>Lunch</i>	
14:00 - 16:00	<b>Chair:</b> John Davies	Team meets to prepare the preliminary report	Hotel
16:00 - 17:30	Provost and members of University Council	Presentation of the preliminary report to the University Council	Room D-229
18:00 - 19:00		<i>Dinner</i>	Restaurant
19:00		<i>Cultural program (Optional)</i>	
<b>Saturday, June 14</b>			
9:00 – 9:30		<i>Breakfast</i>	Hotel
10:00–18:00	Provost and key persons	Recreation Trip	Taganrog Harbor
<b>Sunday, June 15: Team departures from Taganrog</b>			



## **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

### **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 aimed 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 the current phase of the Program in June 2004, more than seventy VAP visits will have taken place 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 Salzburg Seminar acknowledges with gratitude the William and Flora Hewlett Foundation and the W.K. Kellogg Foundation, which provided funding for 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.

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