



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

**Report of the Visit to Kaliningrad State University
Russian Federation
October 13-17, 2003**

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Foreword

As a part of Salzburg Seminar's Universities Project, the Visiting Advisors Program (VAP) offers assistance to higher education institutions (HEI) in the Russian Federation as well as in Central and Eastern Europe that seek to advance the process of institutional self-assessment and change. The VAP consists of consulting visits, at the request of the host institution, by an international team of experienced university leaders who volunteer their time and expertise to provide strategic support and advice to their colleagues in developing new approaches to concerns expressed by the host institution. In so doing, the Salzburg Seminar hopes to promote a broader understanding of the challenges that HEI in the respective regions face in renewing their higher education systems; to share examples of good practice; to strengthen the reform impetus at the given HEI; and to encourage professional and institutional linkages.

Kaliningrad State University (hereafter referred to as "KSU" or "the University") invited a team of Visiting Advisors from the Salzburg Seminar as a way of enhancing the University's strategic capacity and direction, especially with a view to the ongoing European Bologna Process, of which the Russian Federation is now a signatory country. By drawing on international experience and perspectives, the visit also served as a conduit to broaden the University's contacts with the European Higher Education Area (HEA) which is the ultimate aspiration of the Bologna Process, and, of course, also to reinforce its relations with the Salzburg Seminar's Universities Project. It should be mentioned that the site visit in Kaliningrad took place immediately

following Salzburg Seminar's first Joint Symposium with Ministry of Education of the Russian Federation in Moscow, in which the team leader Dr. Lindqvist participated. That symposium provided a number of new policy outlooks relevant to the discussions in Kaliningrad.

In preparation of the visit, KSU produced a number of background materials including a short self-evaluation of the University, mainly consisting of statistical data, a summary description, a chart of the organizational structure, as well as a one-page Development Plan of Kaliningrad State University for the years 2003-2007. The materials provided by KSU in advance helped the Team to acquire a first overview on the structure of the University, although the materials also reflected the need for more in-depth data analysis and institutional research. These materials and the discussions during the visit helped the Team to develop an understanding of the challenges and strategic choices that the University is facing, taking into account the particular context of the Kaliningrad region, but also the present situation prevailing in Russian higher education at large, and its intended future.

As a result of the self-assessment, the KSU leadership had identified and presented several issues for further discussions and elaboration. These were selected by the University because of their critical relevance and urgency for the development of the University. The issues included:

- KSU's academic structure and governance,
- Ways of updating and upgrading the educational process at KSU,
- Financial management,
- The management of research in a classical university.

For each of these issues KSU produced a detailed list of topics specifying the questions on which it was seeking advice and which were reviewed more thoroughly in four working groups during the visit, though not all of the questions could be covered in the same degree of detail due to time limitations.

During the four-day site visit, the Team had a series of detailed and very helpful discussions with the Rector, the Vice Rectors, several Deans and departmental heads, the faculty and other staff as well as student representatives. The Team also visited the university library, the museum and some laboratories. The discussions were very open, penetrating and instructive, and they offered rich evidence and perspectives in addition to the documentation provided. KSU also arranged a very useful meeting with the Mayor of the city of Kaliningrad, Mr. Yuri Savenko, which bore witness to the exceptionally close working relationship between the city authorities and the University. In addition, the Team was invited to some delightful cultural events and visited several coastal sites, all of which gave us a good glimpse of the region's history and special ecological features. Throughout our stay we were treated with great hospitality, for which we owe special thanks and gratitude to

the chief organizers of this visit, Rector Andrey Klemeshev and Vice Rector Vera Zabotkina, as well as the able staff of the KSU International Office.

The Visiting Team is fully aware that a site visit of less than a week is a very short period to become fully acquainted with the University and the environment in which it operates. However, the goal of the Visiting Advisors Program is not a full-grown evaluation of the host institution; rather, it is to focus on those issues that the university leadership identified to be of primary importance to its mid- and long-term development and to offer an independent analysis concerning the effectiveness of current practices and strategic approaches to address these issues that may be of further use for the university. By sharing its views and observations, and by pointing to the experience derived from other national and international settings, the Team wants to lend support to the processes of institutional change and transformation that are underway at KSU.

Of course, for the Team members themselves, a visit like this is an excellent learning experience in the academic world and often shows that European universities, regardless of the country in which they are situated, have rather similar sets of problems, though their solutions must often be specific to the local context. But it is safe to predict that through the Bologna Process and other similar developments, European universities and higher education institutions will share more and more of their future.

CONTEXT

Kaliningrad State University (KSU) started as Kaliningrad State Pedagogical Institute in 1948, and it attained the university status in 1967. In one sense KSU is a classical university offering a range of disciplines from the natural sciences and the humanities. The spectrum of courses is still growing, and currently the University consists of approximately 12,000 students in both undergraduate and graduate courses in 13 different Faculties. Most students come from the Kaliningrad region, but some are from neighboring countries or from elsewhere in Europe and even outside Europe. Its present academic staff consists of 607 persons, including 253 associate and 54 full professors, 20 academicians and several corresponding members of the Russian and other Academies of Science. KSU also aims at maintaining the traditions of the predecessor, the Königsberg University "Albertina," founded in 1544. The most famous of its academics is Immanuel Kant; KSU has also established the Kant Society, which has numerous international links. KSU provides a research center which mostly concentrates on studies of the economic, political, environmental and cultural problems in the Kaliningrad region. Overall, the University is active in international cooperation and has formed links with universities in the Baltic region, elsewhere in Europe and the United States. KSU is also a full member of the European University Association (EUA). Physically, KSU is housed in seven buildings, with some 36,000 m² of floor space (excluding three halls of residence). Two special places are the University Museum and the Botanical Gardens. There is also the KSU press that publishes annually several journals and numerous books and textbooks.

KSU describes itself as a *classical* university with a strong emphasis on developing its *regional* role within the broader frameworks of the *national and international* frames of reference. All of these elements have important implications for the mission of the University. KSU is now the leading educational and cultural center in the Kaliningrad region, and it is also expanding its research base. The University has also indicated that it is committed to maintaining the best of the traditional methods of the Russian Higher Education while also adopting the best innovative and up-to-date approaches to research and teaching.

The term "*classical*" indicates that KSU sees itself as a research university striving to encompass a wide range of subject areas in different domains (the humanities, social sciences, natural sciences, technology etc). This is undoubtedly in keeping with the strong and proud tradition on higher learning in the city of Kaliningrad where the famous Königsberg University "Albertina" for centuries was one of the most respected higher education institutions on the entire European continent. But being a "classical" university in times of unprecedented knowledge proliferation also poses certain dilemmas.

It has often been quoted that no university can any longer be everything for everybody. Because of the enormous growth of knowledge, but also because of the multifarious demands that higher education institutions are confronted with in their socio-economic environments, each university is required to develop its own profile or mission that gives distinctive meaning to the term "classic." It is no longer self-evident what specifically are the tasks to which a given university is devoted. This uncertainty presents both opportunities and challenges to any higher education institution, but maybe even more so to a university that adheres to the "classical" tradition of trying to embrace the broadest possible scope of knowledge. In short, no university, including the classical ones, can escape from making deliberate choices as to what it considers to be its distinctive feature. This is the principal reason why, for a modern university, remaining truthful to its mission necessarily implies *strategic* planning.

For KSU, its role within the *regional* context is of predominant importance. The University is situated in a highly dynamic environment, characterized by the status of the Kaliningrad region as an enclave of the Russian Federation, soon to be entirely encircled by member states of the European Union. Also of special significance is the fact that Kaliningrad as a port city has as a role in the trade and exchange of goods and ideas around the Baltic Sea and the rest of Europe. Its geopolitical position in the most western part of the country makes the Kaliningrad region the gateway between the Russian Federation and Europe – a position that affords it with great potential for change and prosperity not only regionally, but for the country as a whole.

KSU is keenly aware of these favorable external conditions, and it is making every effort to demonstrate responsiveness by adopting an institutional policy apposite to turn this position into a durable advantage for the University and its stakeholders. In his Development Plan for the Period 2003-2007, Rector Klemeshev stated at the beginning of his second term in office: "The

development strategy of KSU is predetermined by a specific role the University plays in the Regional Development. If the region is to realize its potential (being an Enclave of Russia in Europe) it should create a modern and efficient infrastructure – economic, cultural and educational. In this context, Kaliningrad State University – as a recognized “center of excellence” in Regional Studies – has a key role to play.” In pursuance of this role, he defines five priorities for KSU to focus on during the next five year period:

- Introduce and consolidate European Studies and International Relations within the study programs at KSU.
- Ensure and encourage human resource development by way of increasing the student and staff mobility between East and West.
- Update and expand the provision of European languages (English, German, French, Finnish) at the University.
- Become a center of training and retraining of interpreters and translators for the regional needs.
- Strengthen the University’s capacities in continuing education and in-service training for regional specialists and decision-makers.

KSU is to be commended for its proactive and far-sighted strategic policy toward underpinning the development potential of the Kaliningrad region. Much of what will be written in this report is intended to support this direction.

EUROPEAN TRENDS

For the future strategy of KSU it is certainly useful to notice the overall trends that occur within the higher education systems in Europe and even globally. Both the mission and the strategy of KSU, as interpreted by the Team, are in many ways parallel with the common trends that the European Higher Education Institutions (HEI) at large are currently facing. This confirms the view that no university should or can be isolated, but they can always learn from solutions and actions, through benchmarking or otherwise, at other HEI.

First, there is an increased demand for higher education, which is true both for KSU and the Russian Federation at large in terms of increasing student numbers. Second, internationalization of education and research is of major importance in Europe; this also appears in the strategic plan for internationalization prepared by KSU. Of course the special situation of KSU and Kaliningrad also puts special emphasis on this issue. There is increased cooperation between universities and industry, and KSU and the Kaliningrad region recognize this need, though KSU could focus its efforts more toward innovative opportunities (e.g. tourism, service industries, etc., which also require a special “ecological touch”), since the industrial base in Kaliningrad is rather narrow.

All these trends point in a common direction: to the overall proliferation of knowledge production, including outside the traditional university system. In fact, universities are losing their old “monopoly,” and must thus look to sharpen their missions and profiles in order to find a proper niche for themselves. Increasing quality and creating internal systems for quality

assurance should be the overarching concern for the entire spectrum of the university's functions. Furthermore, a broad range of new tasks and expectations on higher education is emerging. These require the re-organization of knowledge and academic fields. In particular, universities are faced with the challenge of overcoming old academic (and also administrative) structures and introducing a more inter- and transdisciplinary approach in order to enhance their problem-solving capacity. When tackling societal problems or working with and for industry, only few if any issues can still be solved within a single (traditional) academic field alone.

The regional context is without doubt of particular importance for KSU, since it affects the vocational opportunities of students and the vanguard role of the University in improving the economic and social position of the Kaliningrad region. The federal context, i.e. the integration in the state and political structures of Russia, is naturally a given and simply must be maintained through the established rules and procedures of this relationship. The federal setting, however, also means a certain degree of dependency, restricting the autonomy of the university, in particular in organizational matters, curricula and examinations, and in financial affairs. The Bologna Process, of which the Russian Federation is now a signatory country, will undoubtedly require more flexibility and more individual autonomy for the universities in their work toward creating new degree structures, making them comparable and compatible with other countries, and in promoting student exchange. A good example already exists in the modified degree and examination regulations in place in KSU's EuroFaculty.

This international context, particularly vis-à-vis Europe, is very important. As has been mentioned earlier, KSU, together with the entire Kaliningrad region, has a unique opportunity to turn its special geographic location into a major strategic advantage by becoming a hub in the development of international relationships that would benefit the entire Russian Federation. The countries around the Baltic Sea form one of the most dynamic, but also most competitive parts of Europe. KSU and the Kaliningrad region thus find themselves faced with an urgent challenge to find the most fitting place for themselves within this environment. Meeting this challenge will require considerable efforts yet promise significant rewards.

A common feature for modern HEIs is the need for *strategic planning*. It is said that the essence of strategy is differentiation, whereby the university carves out its own niche and thus specifies what makes it different from any other. (In this context such a qualification as *classical* may not be necessary at all.) It also requires that the university open up in order to maximize the benefits to its stakeholders, be they internal or external. The old long-term planning used to be directed mostly at the internal structures and functions of the HEI under "steady-state" conditions. However, these conditions no longer hold true in the world today. Therefore, an essential part of strategic planning is the situational analysis that aims at anticipating the future issues that are likely to affect the university, thus enabling the HEI to be proactive and responsive to changing circumstances, even to situations of crisis. Strategic planning and its execution ultimately depend on a broad-based commitment

from the entire staff and all partners, and can only be achieved by involvement and hence by ensuring a process of regular, coherent and transparent communication, both in internal and external matters.

KSU has already prepared a strategy paper that concentrates mainly on the internationalization process of the University because of the overriding importance of the international context for KSU. This plan already contains a number of key elements that could be readily expanded to cover the direction of the University as a whole. In the case of KSU, there really is no divergence between internationalization on the one hand and a strong regional and federal orientation on the other. All three strategic goals can be mutually reinforcing with internationalization being the leading note of this triad.

The timing of the Team's visit was particularly appropriate for two reasons: First, Rector Klemeshev and his team of Vice Rectors have just started their second term in office, which offers the opportunity to attune and re-adjust policies and strategies for institutional development and change. Second, KSU is likely to enter into a new phase as the overall prospects for the Russian universities seem to be improving at least financially, and the higher education system in the country is beginning to recover from the difficult transition period of the 90's. Russia has also recently joined the Bologna Process, which aims at creating the European Higher Education Area (HEA), by the year 2010. Yet there are still a number of other general, overarching problems for KSU, related to demography, aging of the staff, revitalization of the University's teaching and the growing importance of bringing together teaching and research. The Visiting Team is confident that the KSU leadership has the long-term vision and the vigor to address these problems and find solutions that are fitting to the specific context in which it is situated.

ACADEMIC STRUCTURES AND GOVERNANCE

The academic structure of the "traditional" European university is based on the central figure of the professor and the department or institute that is formed around him/her, often characterized by a strong "command hierarchy" (if one can use such a term for any collegial organization). With time, this structure is threatened by horizontal fragmentation and internal decomposition when new academic fields or disciplines are simply added to the existing ones. Needless to say, a structurally fragmented university is poorly equipped to deal with the more complex realities of our contemporary societies.

During its visit, the Team learned that the KSU leadership is very aware of the dangers involved in a horizontal expansion of academic disciplines, and that it tries to counteract this development by a strategy of *vertical diversification* that cuts across traditional disciplinary boundaries. The Team sees this as an important and timely initiative that can propel the University a big step forward towards a more integrated academic structure.

Currently, KSU has 13 different Faculties, each headed by a Dean, which is a rather large number for a university of this size. In the medium and long term, KSU may thus consider consolidating its programs and academic fields, with

new subject combinations built according to clearly defined strategic priorities. The Team cannot, of course, offer any firm advice regarding these priorities, however, based on the experience of other universities, it might be a worthwhile idea to combine bio-ecology and chemistry, for example, and perhaps to merge law with economics, because both subjects can support the other. (The concept of “ecological touch” may encompass a number of academic disciplines, from ecology to chemistry, to law to administration, etc.) Also, the somewhat “split” position of teacher education should be subject to structural revisions that underline KSU’s commitment to providing a first-rate education to future teachers. In fact, good teacher training programs can have a tremendous positive impact on the human resource capacity of the region in the long-term, and it can directly and indirectly benefit the University itself because good teachers will raise good students.

In the consolidation of academic structures, special attention should be paid to the introduction of new trans- and interdisciplinary fields that best support the strategic goals of KSU. Sometimes interdisciplinarity may be best served by a creation of special institutes/centers that have both teaching and research functions and that have a strong outreach function and/or are involved in technology transfer business. Also, a generally shared definition of the core functions of the University (“mission statement”), in the context of its environment and the resources available, can serve as an important milestone in defining its strategic goals. It would be ideal if in this process, strong scientific connectivity would arise between the subjects and departments/Faculties within the University as a whole. Of course, this would also imply that the roles and tasks of the Deans and the Vice Rectors be redefined accordingly so that the planning and execution of the University’s overall strategy and the priorities therein are reflected in the management structure.

The new academic structures and forms of governance in European universities also emphasize the role of leadership, but with an equally strong emphasis on a culture of cooperation and open communication. (Note that given the traditions of European universities, this change is not taking place overnight!) Thus, instead of strict hierarchy, such a governance system is based on the ability and willingness to share and to delegate power, for example by appointing special task forces that report to the Rector or Vice Rectors, or by drawing on the expertise of Deans as important resources. The staff at large, when properly encouraged and allowed to take initiative, may have important roles to play, especially in the context of the relationship of KSU with the ambient society. Also, students must be given a legitimate voice and participate in all decisions that directly relate to their concerns. They should be seen as a resource for inspiration and renewal that must be nurtured as early as possible.

All of this should in no way diminish the importance of strong leadership, on the contrary: by setting the agenda and providing direction and motivation, the Rector and his team stay in charge of the process of change and renewal. The trend is often towards a rather “flat” structure of governance, but it should not be so flat that the definitions of responsibilities become diluted. In the

prevailing climate of higher education today, maybe the most vital role of the leader is to ensure the integrity of the institution: The University, for better or worse, is a market-driven and open system; but it would be wrong to measure its value solely in financial terms. The ultimate purpose of higher education always was and still is to provide a good and proper education for its students and citizens, thereby benefiting society at large.

Information is the lifeline for good and effective governance at any university, but more specifically: the information that facilitates decision-making. It would therefore seem very advisable for KSU to establish a small unit at the central level devoted to (what is known in other countries as) "institutional research." The task of this unit would be to create an efficient and non-bureaucratic system data collection and data analysis regarding the various functions of the University, costs of its activities. It would cover each Faculty and even departments and institutes, by describing staffing and other budgetary costs, premises, liaison activities and services with and to the society, etc.; in other words, a workable management information system covering also several years' trends. (This will be discussed further under "Finance.") The staff of such a unit often also accumulates a lot of "invisible" knowledge that may be lost when a person is not given the opportunity to share information or when he/she retires. In any case, however, it is important to be aware of long-term trends through systematic data collection and documentation that could then be effectively used in everyday decision-making at different administrative levels as well as in the various stages of long-term strategic planning and its eventual execution.

The Team found that the administration of the University, and in particular the Rector and his Vice Rectors, are very competent and deeply committed to their work. As an important element in the development of its mission, KSU is reaching towards enhanced cooperation with the city and the entire Kaliningrad region. Although the Team could not learn of all details during its short stay in Kaliningrad, there were clear indications of a developing cooperation not only with other institutions of higher education in the region, but with some companies, and many other teaching institutions and also schools. It is of course a special interest for any university to see that the students leaving the schools are equipped with proper skills and knowledge for advanced learning.

THE EDUCATIONAL PROCESS

The Visiting Team applauds the firm resolution of the KSU leadership to place the educational process at the center of its reform agenda for the upcoming years and to work towards a constant improvement and adjustment of teaching and learning. KSU is embarking on a very important development, which for most part is entirely in keeping with the key objectives of the Bologna Process. It seems, therefore, useful to discuss the reform plans at KSU in light of these objectives, which can be briefly summarized as follows:

- The new *two-cycle degree*, usually described in terms of 3+2 years (but some variation exists);

- Student and staff mobility (for undergraduates *and*, very importantly, also for Ph.D. Students);
- The course *credit* system which allows transfer of credits between HEIs to facilitate student mobility and the creation of innovative, interdisciplinary study programs;
- *Recognition* of degrees; adoption of a system of easily readable and comparable degrees; and
- Special emphasis on the *quality* of higher education, because it is of crucial importance for the formation and competitiveness of the European Higher Education Area (HEA).

Of these objectives, the development of a transparent *credit* system for university studies and courses may be the most urgent task for KSU. This would also benefit student *mobility*, be it from abroad to Kaliningrad or for Russian students going to other countries. The same is true for the mutual recognition of courses and degrees as an instrument to advance greater openness of the HE systems throughout Europe above and beyond the current achievements (within the European Union, the one-millionth Erasmus student exchange took place in the academic year 2002-2003.). The promotion of mobility may need special support and actions within the Russian HEIs because the course contents and degree structures are still centrally regulated.

The Bologna Process with its new *degree pattern* is likely to have profound implications for the Faculty/departmental structure of European universities. E.g. the Bachelor's degree is conceived as a more "open-ended" qualification compared to the old specialist degree, and so a student could and should more easily move from one field to another (related) field for his/her Master's studies. The old "specialist" training in Russia may in many cases be far too narrow and rigid, offering too little flexibility and requisite skills for the dynamic labor market, for which the traditional 6-year *linear* study period may be far too long. In a way, the Bachelor's degree is the opposite of the specialist degree: While it also provides the qualifications for entering a professional career, it emphasizes flexible knowledge and transferable skills in order to prepare students for a highly changeful and unpredictable employment market (whereas the specialist degree presupposes that there is a perfect correlation between university curricula and labor market demands). Modern environmental sciences offer a good example of a field that combines knowledge and skills from a wide variety of disciplines.

While rethinking and reshaping its curricula, KSU should also take into account the growing importance of *life-long learning*. Already now in the United States the so-called "non-traditional students" outnumber the "classical" students of the 18-24 age cohort. Universities will increasingly become places for re-training, re-qualification and updating/upgrading of knowledge and skills for the fast changing labor market. This trend is further amplified by demographic developments: declining birth rates and diminishing numbers of students will necessitate more emphasis of (and more financial resources for) the re-training of the older age cohorts.

Throughout the world, the basic paradigm of university education is shifting from teacher-based teaching to *student-based* learning. The problem in many Russian universities and also elsewhere is the persistence of a very rigid and old-fashioned form of instruction with a heavy emphasis on lecture-style classes, factual knowledge, rote memorization. It is not unusual that students have more than thirty compulsory contact hours between teachers and students per week, and too little time for independent studies. There is an urgent need for a fundamental change in the approach to teaching and learning, and the Team was pleased to see that at KSU's EuroFaculty a new style of pedagogy has already started to take root (partly driven by the requirements of the internationalization process). The students that the Team met from this Faculty demonstrated what in the future will hopefully be the characteristics of all KSU students: They were open-minded, self-confident, articulate, considerate – and a large number of them had studied for a semester or more at a university abroad.

To move more towards student-based learning, it is necessary that the staff and students have good access to learning resources including the *Internet*. For the sake of convenience and effectiveness, KSU might consider building a system that is as decentralized as possible; it may be costly at first but would bring in great benefits. Independent studies will also require a good and supportive infrastructure in terms of library, but also help and support for professors in the development of active teaching and learning methods etc. The need for these changes is apparently fully recognized at KSU. However, it will not be possible to implement them at once; instead, the University will have to adopt a longer-term approach, especially in view of the relative shortage of textbooks for students, but also because the teachers' salaries are tied so closely to the number of contact hours, leaving too little room for innovative use of the teachers' working time.

Overall, the Bologna Process gives an enhanced role to *students* in matters of higher education and university life and even in its management. In the long run, the students are a resource, and especially after they have left their *alma mater*, their role as *alumni* can be very important.

KSU may thus wish to enhance its reach towards its former graduates and formalize this relationship as an *alumni system* or even as an alumni association. These "friends and supporters" of the University, whether they are working in industry, commerce or public service, can in the long run be exceedingly helpful in perceiving the importance of the University for the Kaliningrad region and as a direct financial or other form of support. They could also provide new links with businesses and universities even outside the Kaliningrad region. KSU could then regularly invite graduates back to the University for special occasions for information sharing and meeting with prominent academicians or other interesting people, etc. Perhaps even a special alumni newsletter could be established as a bridge-building device.

Still a very central aspect of the Bologna Process is *quality assurance* of teaching, and in fact, all activities of the university. Quality means also competitiveness for the university, and there are already several regional and

European-wide networks or organizations working on this aspect. The European Network for Quality Assurance (ENQA) was given special coordinating tasks in the European Ministers' meeting in Berlin in 2003. It is important that the European universities develop their own quality culture, which will help them to introduce their internal quality assurance mechanisms, and further also help them to prepare even for external evaluations. In the modern context of knowledge production, quality is no longer an exclusively internal academic matter, but it has a strong element of accountability to the society and all stakeholders of the university. It would behoove KSU well to take a proactive stance in terms of developing a systematic and change-oriented approach to quality assurance provisions fitting to the University's strategic goals. This would strengthen KSU's reputation as a progressive institution and possibly attract additional resources through national and international programs and partnerships.

One observation that the Team made is that KSU needs an "office" to effectively follow the developments in the neighboring countries and in Europe at large, especially as they relate to the Bologna Process. The different European countries are moving ahead with somewhat different speeds, but the aim is that the European HEA should be "ready" by 2010. (The HEA is actually a process that should never end!) This special KSU office would monitor and analyze European developments, provide summaries in Russian language of the most important documents and distribute these widely among the academic community at KSU, and support the Rector, the Senate, the Deans and other decision-makers at KSU by drafting discussion papers that promote policies and strategies for the University to adopt regarding international experience and best practice. KSU would also benefit in this sense from networking with universities of similar orientation in the Baltic region and/or elsewhere. *Benchmarking* is a possible method whereby universities could learn from each other about the best practices, etc. through short- and/or long-term networking.

The Bologna Process as part of the educational development at KSU is not a list of isolated measures to achieve an abstract goal (the HEA), on the contrary, many of them are highly interconnected, with many practical implications, e.g. in the way the professors are paid, how to re-design curricular according to a credit system, what kind of internal infrastructure is needed for learning and teaching, just to list a few. For HEIs in the Russian Federation to be responsive both to the letter and the spirit of the Bologna Process, the Ministry of Education in Moscow must also give more leeway and flexibility to the universities, allowing (and actually encouraging) them to develop their own distinct profile which in the case of KSU would mean a strong focus of all of its programs on the regional/international interface.

RESEARCH

KSU started as a teaching institution and thus it may not yet have a strong tradition in research, with some exceptions in special fields. In addition, teaching and research have historically been separated in Russia between different types of institutions. Bringing the two together again is very necessary but not easy to accomplish, as the experience from some other countries testifies. There is a broad consensus in the academic world that research has a vital role in HEIs, not only for the sake of the society but also as a source of continual renewal of the taught subjects. Any proper Ph.D. training system needs a rather extensive and intensive input of research effort, and again it is a matter of strategy for a university to consider where and in which fields it should invest its research money. To enhance their research capacity, many European universities are building special networks, nationally or even internationally, for joint Ph.D. training and to share investments for the required laboratories and other facilities. It would certainly be highly useful for KSU to try and become a member of such a network. (The Nordic Academy for Advanced Study (NorFA), for example, offers excellent opportunities for Nordic cooperation in research and research training using facilities and knowledge in the entire region around the Baltic Sea including North-West Russia; see www.norfa.no)

The Techno Park in Kaliningrad may hold some promise for a vitalization of research at KSU, but it requires external investment and the University has to find good industrial/business partners for it to succeed. Apparently, there is only very limited financial support from outside sources for research at KSU but one can expect it to increase in the near future if the economy in Kaliningrad prospers and the University is adaptive to the needs of both the public and the private sector and follows a clear policy of more cooperation in the regional level and beyond. Industrial and commercial liaison should be based on the best skills of the University; e.g. for the Techno Park, the Technical University in Kaliningrad could take care of the “factory floor” and KSU could concentrate more on the service-like functions. Thus, this is also a matter of division of labor between the various partners. It is a common observation that the “best” problems and ideas for university research often come from the outside and also from the industry, and that they also deeply enrich the teaching.

The research budget of KSU is still very small, but it can only increase with proper policies and marketing efforts, especially if relations with local enterprises and organizations are enhanced. It is difficult to win international grants, which are awarded only to the best quality work, high standards that are also upheld by any business making foreign investments.

Increased staff mobility (e.g. in the context of Bologna) will certainly help the professors at KSU to renew and upgrade their skills and knowledge. But even more important is that the Ph.D. students are exposed to new settings and new ideas through enhanced mobility. In the long run, this may have considerable “snowball” effects with regard to new research priorities and opportunities at KSU. Considering the problems facing the University with the

aging faculty and replacement of the staff, young talents may be more attracted by an exciting research environment than by just teaching in front of a class.

Another aspect of staff mobility, or rather of the lack of it, is “inbreeding,” whereby a university obtains its teachers and professors from among its own students only. As empirical studies from other countries confronting the same problem show, inbreeding invariably has undesired consequences: It prevents the introduction of new views and approaches from outside and thereby negatively affects the research productivity of the given university. The only way to counteract these negative consequences and to provide the conditions for continuous renewal and inspiration is by hiring staff from other universities or institutions, or, as the second best solution, by long-term staff exchange. (This also requires that vacant staff positions be widely and openly advertised.)

Again, research and especially applied research require a transdisciplinary approach, and as expressed by the philosopher Karl Popper, we should not be merely practitioners of science, but problem solvers! The quality of our work is based on the quality and importance of the problems we try to solve. This requires individuals who have a broad understanding of both their area of research *and* the world they are living in. Therefore, in the academic training and training of researchers in particular, such generic subjects as leadership development, communications and social skills, mastering languages, etc. should not be forgotten, but actually actively promoted. The rich social activities that students at KSU and most Russian universities perform, often with direct support from the university itself, support this direction.

FINANCE

The budget of KSU rests on two major pillars. In 2002, some 43% of it was received from the Federal government and almost the same portion came from the fee-paying students and to a minor extent from some other miscellaneous sources. Grants from non-ministerial national and international sources, including for research, amounted to ca. 11%. The Federal funds for research represented only 1.45% of KSU's budget, and the total portion for research in KSU expenditure was of the order of 3% only. During the last five years, the Federal allocation to KSU has increased several fold, but considering the inflation rate since 1998, the purchasing power has remained the same if not declined. By the current exchange rate the total annual budget of KSU is ca. \$6 million (= 163 million rubles). The universities have to pay taxes on their commercial income similar to business companies with a rate of 24%. Looking at these figures, the meager amount for research is particularly dissatisfying. On a more positive side, KSU has managed to secure some support from local sources and industry. More active marketing efforts might help to increase the latter to the advantage of the former.

It should also be noted, however, that about one third of the money available to KSU can be spent relatively “freely” at the discretion of the University itself, which should give it at least some leeway for planning its future development.

The *accounting system* of KSU is fully centralized. The lack of proper incentives may hamper the motivation of staff members to expand institutional contacts to local industries, organizations, etc. for extra revenue and contract work. It seems advisable for KSU to consider a somewhat more flexible system with clearly defined rules of accountability. Budgetary responsibilities (and opportunities) of the constituent units of the University should be devolved to the level of Faculties and Deans as a way of stimulating the pursuit of extra-budgetary funding. At the same time, it is important to develop the accounting system further so that outside contracts can be negotiated on the basis of a clear cost-benefit calculations/estimations and the University as a whole can profit from these activities (in the form of overhead costs and/or of sharing commercial profits).

The Team found that KSU is in a position and environment where it could greatly benefit from a more *entrepreneurial* attitude and policies, involving staff and all faculty members and even students. The challenge for the KSU leadership is to strengthen the entrepreneurial spirit in a way that works to the advantage of both the individual and the institution. This would require defining a clear-cut set of rules and procedures that provide the overall framework for the outside activities and ensure a maximum degree of transparency of all financial transactions involved in these activities.

Earlier in this report, the importance of strategic planning was emphasized. A central part of any strategy building is to combine it with a realistic budget plan; that is, financial planning should always go hand-in-hand with strategic planning. Thus, it is important for the KSU leadership to have a positive answer to some very fundamental questions, like, for example: Do we really know what the costs of various actions are? Or the cost of training in different Faculties? Is the current cost structure balanced? Does it produce the best results for the money? Is the day-to-day management sensitive enough to the cost factors? Etc.

Again, all financial planning (as all of administration) needs a proper data base. It would be advisable for KSU to critically examine the one that already exists and to make it more functional for day-to-day decision-making, but also to cover crucial trends over several years! (For the decision-making, the data base should be so transparent and open so that all relevant staff can have access to appropriate parts of it.) The need to introduce new methods of financial planning and new accounting systems is not only a problem for KSU, but for a large number of European (and Russian) universities as well. Hence, KSU should look around for suitable examples and ask other universities for advice regarding data base programs, be they commercial or non-commercial.

SUMMARY

After several difficult years, Kaliningrad State University is opening an exciting new chapter of its development, and the Rector and the leadership of the University are deeply committed to turning it into a story of steady advance and success. The situation in Kaliningrad, a region soon to be encircled by European Union member countries, offers great opportunities, but also important challenges to the University. It can really serve as an engine for the whole region and at the same time, by virtue of its favorable geographical situation next to the Baltic Sea, open new avenues and contacts which would benefit not only its immediate environment but also the Russian Federation and its higher education institutions at large.

Of the many issues that the Team discussed with KSU colleagues during the visit, two were of particular strategic relevance: internationalization and new approaches to the educational process. For both items, the Bologna Process can offer a useful orientation (though not a ready-made solution). Following the Bologna track would align KSU more closely with the overall trends and directions in European higher education. Now that the Russian Federation is a signatory country of the Bologna Process, KSU could assume a pioneering role in integrating Russian universities into the European Higher Education Area.

Yet a number of other issues and problems remain that require a long-term view and planning effort. Special effort and financial investment is needed to upgrade the University's infrastructure to improve the teaching and learning environment for its staff and students, but also to attract scholars and students from abroad. Student and staff mobility should continue to rank very high on KSU's list of priorities, which may require additional human and financial resources. Another area of prime strategic importance at KSU is the enhancement of the research capacity and closing the gap between teaching and research, which would serve at least two purposes: It is only through research that the teaching contents can be continuously renewed and updated; research can serve as a main attractor for young and talented people to enter a career in a university.

As KSU moves forward to achieve its strategic goals, adjustments to the existing academic structure may become useful. With the new Faculty for Services it has already started to introduce innovative, market-oriented and cross-disciplinary components into its overall organization. The process of restructuring must also address the question whether some of the existing programs should be discontinued and replaced by others.

The Visiting Team of the Salzburg Seminar's Visiting Advisors Program noted with appreciation the great enthusiasm and resourcefulness of the Rector, the leadership at large, and the staff and students in making KSU a competitive and future-oriented university. By providing good education and relevant knowledge for the Kaliningrad region and its citizens, KSU can set an example for the universities in the Russian Federation as well as in neighboring countries.

Visiting Team

<p>Ossi V. LINDQVIST (Team Leader) Finland</p> <p>Ossi V. Lindqvist was elected chair of the Finnish Higher Education Evaluation Council from 2000 to 2003, and he is professor at the Institute of Applied Biotechnology at the University of Kuopio, Finland. From 1990 to 1998, he served as the University's rector and chair of the Finnish University Rectors' Council (1993 to 1997). He was a member of the National Council for Science and Technology Policy and is a lifetime foreign member of the Royal Swedish Academy of Agriculture and Forestry. He was professor at the University of Dayton, Ohio, USA from 1970 to 1972. Dr. Lindqvist earned his Ph.D. from the University of Turku, Finland.</p>	
<p>Jochen FRIED Austria</p> <p>Jochen Fried is director of the Universities Project of the Salzburg Seminar. Prior to joining the Seminar in 1998, he worked as head of programs at the Institute for Human Sciences in Vienna, and as senior officer in the secretariat of the German Science Council in Cologne, Germany. After receiving a doctorate in German literature from Düsseldorf University, Germany in 1984, he was lecturer at Cambridge University, United Kingdom and at the University of Ljubljana, Slovenia under the auspices of the German Academic Exchange Service. Dr. Fried's main area of professional interest is higher education and research policy. He serves as an expert for the Austrian Federal Ministry for Education, Science and Culture, and is a member of the editorial board of the UNESCO-CEPES quarterly review <i>Higher Education in Europe</i>.</p>	
<p>Johann GERLACH Germany</p> <p>From 1991 to 1999, Johann Gerlach was president of the Free University of Berlin, where he has been professor of civil and commercial law since 1972. Since 1999, Professor Gerlach has been appointed moderator of the structural reform commission of the University of Dortmund and is now a member of the board of the German Academic Exchange Service, the accreditation committee of the German Science Council, the international committee of the Association of Universities and Other Higher Education Institutions in Germany and the steering and selection committee of the Quality Culture Project of the European University Association. Professor Gerlach holds a doctorate in law from the Free University of Berlin and an honorary doctorate from the University of Istanbul, Turkey.</p>	
<p>Mykhailo ZGUROVSKY Ukraine</p> <p>Mykhailo Zgurovsky is rector of the National Technical University of Ukraine "Kiev Polytechnic Institute" and director of the Institute for Applied System Analysis of the National Academy of Sciences of Ukraine. From 1994 to 1999 he served as minister of science and education. He is an academician of the National Academy of Sciences of Ukraine and an academician of the Academy of Pedagogic Sciences of Ukraine. He is the head of UNESCO Chair "Technical Higher Education, Applied System Analysis and Informatics" His scientific interests lie in the sphere of system analysis and new information technologies, intellectual decision making systems, project management. Professor Zgurovsky is a graduate of the Kiev Polytechnic Institute.</p>	

Schedule

	EVENTS	TOPIC	KSU TEAM
Sunday, October 12			
18:00	Welcome dinner		KSU Rector and his team
Monday, October 13			
7:30- 8:30	Breakfast		
8:30	Departure to KSU		
9:00 – 10:30	Meeting with the Rector and his team	General presentation of KSU; review of the VAP experts programme	Dr.Andrey Klemeshev Dr. Vladimir Khudenko Dr.Irina Kuksa Prof.Dr. Vera Zabolotkina Prof.Dr. Vladimir Bryushinkin Dr.Valentin Korneevets Dr. Anatoly Kostyuk
10:30 – 11:00	Coffee-break		
11:00 – 12:30	Meeting with the students and representatives of the faculties		
12:30 - 13:30	Lunch		
14:00 – 15:30	Working Group I “KSU academic structure and governance”	Personnel management; the system of the University governance; new information technologies in University management; Russian legislation in the sphere of education; the problem of bureaucracy; student self-governance.	Chair: Dr.Andrey Klemeshev Co-chair: Dr.Vladimir Khudenko
15:30 – 16:00	Coffee-break		
16:00 – 17:30	Working Group I		
17:30 – 18:00	Debriefing meeting		
18:00 – 19:00	Dinner		
19:00	Cultural Programme		
Tuesday, October 14			
7:30- 8:30	Breakfast		
8:30	Departure to KSU		
9:00 – 10:30	Working group II ‘Ways of the updating and upgrading of the educational process at ksu’	Introduction of the ESTC system into Russian higher education; the ratio of classroom hours and self-studying in KSU curricula; introduction of the multi-level training system (bachelor’s degree programmes, master’s degree programmes); international recognition of Russian diplomas of higher education; student mobility; KSU graduates on labour market; student self-government; upgrading of training methods in higher education.	Chair: Dr. Andrey Klemeshev Co-chair: Dr.Irina Kuksa
10:30 – 11:00	Coffee-break		
11:00 – 12:30	Working group II		All the team
12:30 - 13:30	Lunch		
14:00 – 14:45	Meeting at the City Hall		

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15:00 – 16:30	Ways of the Updating and upgrading of the educational process at KSU		
17:00 – 18:00	Debriefing meeting		
18:00	Dinner		
Wednesday, October 14			
7:30- 8:30	Breakfast		
8:30	Departure to KSU		
9:00 – 10:30	Working group III 'Financial management'	Structural changes of the University budget; problems of federal budgeting; modernization of the accounting system; impact of the taxation reform on the University budget; marketing in higher education; revenue planning and management	Chair: Dr.Andrey Klemeshev Co-chair: Dr.Valentin Korneevets
10:30 – 11:00	Coffee-break		
11:00 – 12:30	Working group III		
12:30 - 13:30	Lunch		
14:00 – 15:30	Working group IV The management of Research in a Classical University		
15:30 – 16:00	Coffee-break		
16:00 – 17:00	Working Group IV		
17:00 – 18:00	Debriefing meeting		
18:00 – 19:00	Dinner		
19:00	Cultural Programme		
Thursday, October 15			
7:30- 8:30	Breakfast		
8:30	Departure to KSU		
9:00 – 10:30	Working group IV 'The management of research in a classical university'	KSU research strategy; further development of the KSU research	Chair: Dr.Andrey Klemeshev Co-chair: Dr.Vladimir Bryushinkin
10:30 – 11:00	Coffee-break		
11:00 – 12:30	Working group IV		
12:30 - 13:30	Lunch		
14:00 – 15:30	Working group IV		
15:30 – 16:00	Coffee-break		
17:00 – 18:00	Debriefing meeting		
18:00 – 19:00	Dinner		
19:00	Cultural Programme		
Friday, October 16			
7:30- 8:30	Breakfast		
8:30	Departure to KSU		
9:00 – 12:30	Preparation of preliminary report		
12 :30 – 13 :30	Lunch		
14:00 – 15:30	Presentation of the preliminary report		
15:30 – 16:00	Press-conference		

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 2003, more than sixty 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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