

## **International Tatar University (Xalıqara Tatar Universitete)**

Proposal submitted to President Mintimer Shaymiyev of Tatarstan

by

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### **SUMMARY**

The International Tatar University will be a new national university for Tatars and others wishing to align themselves culturally with or consolidate with the Tatar nation. It will be open to Tatars of Tatarstan, the Tatar diaspora, representatives of other Muslim Turkic peoples, and representatives of all other ethnic groups who wish to pursue a modern, high quality, multi-lingual, technically sophisticated international education taught in Tatar, Russian, and English and including required courses in Tatar language and civilization. The official language of instruction will be Tatar, and the International Tatar University will offer summer and academic year Tatar language preparatory programs for students whose Tatar knowledge requires improvement or who know no Tatar at all. There will also be required instructional components in Russian and English languages, plus instruction of other foreign languages. The International Tatar University will offer a flexible American-style curriculum with undergraduate B.A. and B.S. programs and graduate M.A., M.Phil., Ph.D., and professional degrees. The International Tatar University will seek international accreditation as an American-system university. The goal of the International Tatar University is to create and promote a new Tatar culture and to prepare a new Tatar élite educated in that culture for the new age in which we live.

### **MISSION**

The International Tatar University (Xalıqara Tatar Universitete) will:

1. Promote Tatar culture on a new level within the new international community in a multi-lingual environment according to new methods and according to the highest standards;
2. Serve as a national university for Tatars living in Tatarstan;
3. Serve as a national university to address the cultural needs of and to consolidate the Tatar diaspora within and without the Russian Federation; and
4. Serve as a national university to address the cultural needs of Muslim Turks and all others inside and outside the Russian Federation who wish to align themselves culturally with or consolidate with the Tatar nation.

### **STRUCTURE AND ORGANIZATIONAL PRINCIPLES**

The structure and organizational principle will follow the American model (based upon the example of the University of Wisconsin-Madison with modifications):

#### **A. Bodies Governing the University**

1. **Board of Regents.** In the American legal system, the Board of Regents is the corporate body which is the legal owner of a state university and its buildings, is responsible for making all appointments and financial decisions, and is responsible for all the actions and debts of the university. (In the case of Tatarstan, local laws will no doubt dictate a different legal role for the

Board of Regents.) The Board of Regents will meet every month to conduct the business of the University.

The Board of Regents will consist of approximately 5-20 members nominated by the President of Tatarstan, with each member subject to approval by the Parliament of Tatarstan. Regents are appointed to a fixed term on a staggered basis, so in the first year one-third of the Regents may be appointed to 1-year terms, one-third to 2-year terms, and one-third to 3-year terms (or 2-, 4-, and 6-year terms). Ideally Regents should be appointed for their knowledge of higher education, but Regents may be from any walk of life or profession and are usually nominated because they are prominent citizens (or student representatives).

The Board of Regents may elect its own chair, or the chair may be nominated by the President of Tatarstan, subject to approval by the Parliament of Tatarstan.

The Board of Regents appoints the President, the Chancellor, the Provost, and all other deans, directors of institutes, faculty, and academic staff. In practice, however, the President recommends to the Board of Regents the appointment of the Chancellor, and the Chancellor recommends to the Board of Regents the appointment of all other administrators, faculty, and academic staff subject to approval by the Board of Regents (which usually – but not necessarily – approves pro forma the recommendations of the President or Chancellor). The President or Chancellor also proposes the budget of the university, which is subject to review and approval by the Board of Regents.

**2. Board of Visitors.** The Board of Visitors will include prominent Tatars from Tatarstan and the Tatar diaspora, as well as representatives of other Muslim Turkic groups. While the Board of Regents must consist of Regents who can attend monthly meetings on a regular basis, which suggests a geographic limit as to where they might live, the legislation of the International Tatar University can dictate that the Board of Visitors meet once a year (perhaps at the time of graduation), less frequently, or more frequently. Thus the Board of Visitors can include prominent Tatar and Muslim Turkic academics, intellectuals, professionals, artists, businessmen, and politicians from other republics in the Russian Federation and from the Tatar diaspora outside the Russian Federation, even from overseas. It can also include prominent representatives of other Muslim Turkic peoples, academics interested in Tatars and Tatarstan, and other prominent or wealthy individuals. Later it can include prominent alumni as well. The Board of Visitors will consist of approximately 5-20 members nominated by the President of Tatarstan, with each member subject to approval by the Parliament of Tatarstan. The President of Tatarstan may wish to solicit nominations from the World Tatar Congress or other organizations. Such appointments can be for the same term as for the Board of Regents, or for specified/unspecified longer terms. The Board of Visitors may elect its own chair, or the chair may be nominated by the President of Tatarstan, subject to approval by the Parliament of Tatarstan.

The Board of Visitors can serve an important purpose for the International Tatar University. First, it can emphasize the links of the International Tatar University with the Tatar diaspora and with other Muslim Turkic peoples. Second, it can emphasize the national and international character of the International Tatar University. Third, the Board of Visitors can be designated the guardians of the “Mission Statement” of the International Tatar University. Such a document describes the reasons for the existence, guiding principles, curriculum, and goals of such a national university.

The Board of Visitors can be given other tasks as well, such as cooperating with the World Congress of Tatars, fundraising, improving relations with the Tatar diaspora, other Muslim Turkic peoples, and foreign countries. In the future if there is a need to change the direction of the International Tatar University, the Board of Visitors can initiate this process. The Board of Visitors can also be asked to offer its opinion on or to decide undergraduate

scholarships, graduate and post-doctoral fellowships, prizes, named and honorary professorships, and honorary degrees.

**3. Board of Trustees.** If it is not practical to require the Board of Regents to accept the recommendations of the Board of Visitors, an alternative would be to constitute an annual plenary meeting of the Board of Regents and the Board of Visitors. Such an annual plenary meeting could vote on the original Mission Statement and any revisions to it. Such an annual meeting could also review any other business assigned to it by legislation of the International Tatar University (for example the confirmation of the appointment of the President or Chancellor). Under such a system, the Board of Regents would act as the Executive Committee of the Board of Trustees for the rest of the year.

**4. University Senate.** All American colleges and universities have a University Senate (whose meetings are chaired by the Chancellor) through which the permanent faculty of the university (and in certain cases the academic staff as well) are involved in major policy and legislative decisions of the university. This is a principle known as “faculty governance”.

## **B. Administrative Structure of the University**

**1. President.** At many American state university systems with multiple campuses, the president is the head of the entire university system of that state. The President is appointed by the Board of Regents (after an open search, as is the case with all appointments). The President appoints the Chancellor and lower system officials subject to approval by the Board of Regents. The President may have one or more Vice-Presidents, especially if the university consists of a number of campuses.

**2. Chancellor.** The Chancellor is the chief executive officer of a campus. If there is to be only one campus, it may be unnecessary to have a separate President and Chancellor, in which case the two titles can be combined in one position (i.e., President and Chancellor). If there is to be a multiple campus system in the future, the position may be divided into two separate positions at that time. The Chancellor appoints campus officials subject to approval by the Board of Regents.

**3. Provost.** The Provost is the Vice-Chancellor and chief academic officer of the campus.

**4. Dean.** Each individual college or school has its own dean who is responsible for managing that school’s curriculum, departments, and budget, and appointing faculty (subject to approval of the Board of Regents).

### **5. Other responsible officials:**

**a. Dean of International Studies and Programs** (responsible for relations with other universities, study abroad programs, foreign area studies programs, and coordinating other international programs across the university)

**b. Dean of Students** (responsible for student affairs, discipline, student life, etc.)

**c. Registrar** (responsible for managing student transcripts and evaluating courses of students transferring from other universities)

**d. Director of Undergraduate Admissions** (responsible for admitting undergraduate students independent of the faculty on the basis of high school records, national test scores, individual essays, and personal interviews)

## **C. Academic Structure of the University**

**1. College of Arts & Sciences.** The College is responsible for all academic departments, academic appointments, promotions, salaries, and undergraduate degree programs (B.A., B.S.) in the humanities, social sciences, and natural sciences.

**2. Graduate School.** The Graduate School is responsible for research, funding, and all graduate degree programs (M.A., M.Phil., Ph.D.) in the humanities, social sciences, and natural sciences.

**3. School of International and Public Affairs.** (See below. It is possible for the Dean of the School of International and Public Affairs to also serve as Dean of International Studies and Programs, though this has its disadvantages as well.)

**4. Other schools** may also be established offering graduate professional degrees (in the American system this can include schools of Law, Business, Education, Medicine, Information Science, etc.). Some American universities offer professional degrees on the undergraduate level as well, but this would run counter to the mission of the International Tatar University because it would require diluting the undergraduate curriculum.

## **LANGUAGE OF INSTRUCTION**

One of the great educational systems is (or was) the secondary school system in Lebanon. Not only did high school students studying for the French baccalaureat study everything that students in France were required to study, they also studied Arabic language and civilization in addition. I believe this is a worthy example for students of the International Tatar University.

**1. Tatar.** The goal of the International Tatar University is to create and promote a new Tatar culture and to prepare a new Tatar élite educated in that culture for the new age in which we live. Therefore the official language of instruction will be Tatar, with all students required to take courses in Tatar language and civilization taught in Tatar. As far as possible and practical, all subjects will be taught in Tatar (or also taught in Tatar), and all new permanent faculty hired by the International Tatar University will be expected to produce course materials and textbooks in Tatar in addition to their own research.

The International Tatar University will offer preparatory summer language courses for students who already know Tatar (or another Turkic language) but must still improve their knowledge of literary Tatar to be successful in academic work at the International Tatar University. (This summer course can also be open to all students, including members of the Tatar diaspora and foreign students of Turkic languages.)

In addition, the International Tatar University will offer an academic year Tatar language course for Tatars or members of any other ethnic group who do not know Tatar, but would like to enroll at the International Tatar University nevertheless. This would be comparable to the English-language courses offered by Koç University in Istanbul (Koç University offers instruction in English), or courses in English, French, German, or Russian for foreigners wishing to enroll in universities in the United States, France, Germany, or Russia. Practically any country or university in the world offers courses in the local language for foreign students who wish to enroll in that country's universities taught in the local language. I myself have taken such courses in France, Germany, Syria, and Hungary.

**2. Russian.** Ideally all students of the International Tatar University, especially citizens of the Russian Federation, should know the Russian language at the level of an educated native speaker. All students will be required to take courses taught in Russian language, which may include courses in Russian language and civilization. These courses will be offered in Russian by faculty of the International Tatar University. These courses will meet the minimum legal standards (if there are any) for Tatarstan and the Russian Federation. (In the United States there are no laws requiring courses in English language and civilization at the university level, but Turkey has laws governing universities that require that universities offer basic courses in Turkish language, literature, and history.) If there are no minimum legal standards for courses in Russian language and civilization, students who have already achieved the necessary proficiency in these subjects through study in high school or other universities may be exempted from taking additional courses.

Rather than create a parallel curriculum in all areas in Russian, the International Tatar University should have a system for cross-registration with Kazan State University (and any

other partner institutions in Kazan). According to this system, students enrolled at the International Tatar University will be able (with permission) to enroll in any course (taught in Russian, Tatar, or any other language) offered at Kazan State University, the Kazan Institute for the Humanities, or any other partner institutions in Kazan and to count this course for credit at the International Tatar University. The International Tatar University would reciprocate by opening its courses (taught in Tatar, Russian, English, or any other languages) to students at Kazan State University, the Kazan Institute for the Humanities, or any other partner institutions in Kazan. Any imbalances in registration could be handled by payments between institutions, if necessary. This would avoid the costly duplication at the International Tatar University of a complete curriculum in Tatar and Russian. This system is common in the United States, for example in the city of Washington, DC between Georgetown University, American University, Washington University, and other universities. The University of Wisconsin-Madison allows cross-registration with several other institutions as well.

If courses in subjects other than Russian language and civilization are taught in Russian, it should only be as part of a transition to a Tatar-language curriculum in those fields.

**3. English.** As the dominant language of communication in the new global world, knowledge of English will be required of all students of the International Tatar University. It is important that English not be taught just as a foreign language, but that certain courses be offered as part of a living component of the curriculum of the International Tatar University. Therefore courses in American/English language and civilization should be taught in English by faculty of the International Tatar University and/or by visiting faculty from English-speaking countries.

The International Tatar University will offer preparatory summer language courses in English for students who must still improve their knowledge of literary English to be successful in academic work at the International Tatar University.

The use of English as one of the languages of instruction would make it possible to invite scholars from the United States, Canada, Europe, and elsewhere as visiting faculty to teach courses for one or more semesters, or to teach special intensive courses during the summer or the academic year. This would make it possible to invite Western specialists not only on Tatar language and civilization, but in American/English civilization or any other field in the humanities (for example European history), social sciences (for example political science, sociology, economics), or natural sciences. It would also make it easier to invite to Kazan for guest lectures in English scholars and other prominent individuals who may be visiting Moscow, St. Petersburg, Tashkent, Almaty, Baku, or other cities.

**4. Other Foreign Languages.** Students of the International Tatar University should be encouraged to study other world languages in addition to Tatar, Russian, and English. Certainly it would be desirable for the International Tatar University to set for itself the goal of offering instruction in all important modern world languages such as French, German, Spanish, Italian, Finnish, Hungarian, Arabic, Persian, Turkish, Chinese, Japanese, etc. Certainly Turkish, Arabic, and Persian are very important for the study of Tatar culture, so they deserve special emphasis. Instruction in such a wide range of languages may, however, be too ambitious for the first years of the existence of the International Tatar University. If funding is available, courses can be offered immediately in other important world languages as well.

I propose that the International Tatar University concentrate on establishing a program of instruction in Tatar, Russian, and English. I would strongly recommend seeking assistance from other universities, corporations, or governments for the establishment of “national centers” to promote the study of the language and civilization of other countries. For example, the Turkish consul in Kazan may be able to help establish a “Turkish Center” at the International Tatar University that would offer courses in Turkish language and civilization taught in Turkish, Tatar, and/or English by visiting faculty or lecturers. Bashqortostan, Uzbekistan, Kazakstan, and other republics may be interested in establishing their own centers.

Similarly, Finland (home to a significant Tatar diaspora) or Helsinki University might be willing to establish a “Finnish Center”. Ambassadors of various countries such as France, Germany, Italy, Hungary, Iran, any number of Arab countries, China, Japan, etc. could be approached to find out whether they, their countries, universities, foundations, or corporations in their countries (perhaps even wealthy Tatars living in those countries!) might be interested in helping support national centers or contributing other forms of support.

## **ADMISSIONS**

1. For admission undergraduate students must have preparation equivalent to that received in a gymnasium in Kazan. (These requirements should be specified in detail.) For students from disadvantaged or war-torn areas who may fall short of this requirement but who are otherwise good candidates for acceptance into the International Tatar University, it would be desirable to have a program of remedial preparatory courses in cooperation with local gymnasia in the Kazan area or elsewhere in Tatarstan.

If these standards for admission are superior to the requirements for admission into American universities, it may be possible to consider giving students credit for advanced courses taken in the gymnasium (up to a certain maximum number of credits).

2. Undergraduate students will be required to take standard Russian Federation placement examinations and/or special examinations administered by the International Tatar University in Kazan and other locations (to facilitate admission of students from various regions of the Russian Federation and the CIS). This will be the responsibility of the Office of Admissions, which will be led by the Director of Admissions. In the American system, the faculty plays no role in the admission of undergraduate students.

3. There will be a minimum number of seats reserved for students from the Tatar diaspora within the Russian Federation, students representing other Muslim Turkic peoples of the Russian Federation, students from the Tatar diaspora in other countries of the CIS, and for foreign students. Students from the Tatar diaspora and other Muslim Turkic groups within the Russian Federation can be offered financial aid (especially if tuition is charged).

## **CURRICULUM**

The International Tatar University should offer the best education possible. Like the Turkish lycées around the Turkic world, it should attract the very best students from all backgrounds because it offers something extremely attractive to students and parents alike.

I propose the “American model” as the basis for the curriculum of the International Tatar University for several reasons. First, it is one of the internationally accepted systems, its influence is increasing around the world (including in Europe), and it is likely to become the new international standard. Second, it provides superior graduate training because training continues on the graduate level, whereas in the European/Soviet model students receive no further training after their university education while writing their dissertations. Third, on the undergraduate and graduate levels it is flexible. I believe that this flexibility offers great advantages in establishing a new Tatar national university.

The most important difference between the European/Soviet model and the American model of undergraduate training is that the former generally has a rigid curriculum for all five years of study. Emphasis is placed on mastering “objective” factual information. If you study Tatar Language or History, there is a rigid program for each year of study. This also requires that there be a full faculty for each subject. On the other hand, in the American model an emphasis is placed on teaching students how to “reason”; in other words students are expected to learn to collect information, analyze it, synthesize it, and draw conclusions. Perhaps that is the genius of the American system. It is generally only after a four year undergraduate degree program that students attend graduate school in the humanities, social sciences, natural sciences, or a

professional graduate program such as medicine, law, business, etc. Theoretically one can major in English as an undergraduate and later pursue a graduate degree in English, Medicine, Law, Business, Psychology, Political Science, Slavic Languages, etc. (as long as you have taken the courses necessary for admission to a given graduate program). My own undergraduate degree was in Middle East Languages and Cultures, and my graduate degrees were in History.

#### **UNDERGRADUATE DEGREES: BACHELOR OF ARTS & BACHELOR OF SCIENCE**

In the American model students are typically required to take a certain number of credits (usually 120-124 credits) over four years. During the first two years, the student usually takes required and general courses, during the second two years the student usually takes courses for a major as well as general courses. (Each credit representing one hour of class per week in one semester, with most courses meeting 3-4 hours per week for 3-4 credits.) As long as the student follows certain guidelines, each student can have a unique individual program according to his/her own interests. (There is often less flexibility in the selection of courses for the major.) This means that while certain important departments should be well staffed from the beginning, many other subjects can be taught from the beginning by a smaller number of permanent faculty or even by visiting faculty.

There is tremendous variety among American universities. Brown University is famous for having practically no requirements. Columbia College, where I studied, is famous for having introduced in the early 20th century a core curriculum of "Great Books" which is now taught in a series of courses. The University of Wisconsin-Madison has a very comprehensive but flexible set of generic requirements. I have included summaries of the Columbia College and the University of Wisconsin-Madison models in the Appendices.

I propose for the sake of discussion one possible set of requirements for the B.A. and B.S. degrees at the International Tatar University. Any major can be taken for either the B.A. degree or the B.S. degree.

#### **International Tatar University (B.A. requirements)**

- Requirements for Admission: Diploma from a gymnasium in Kazan or its equivalent.
- 120 credits (each credit represents one hour of class/week for one semester, most courses are 3-4 credits; intensive 1st-year language courses and science laboratory courses can be 5 credits or more)
- Advanced knowledge of advanced literary Tatar is assumed, or may be acquired through coursework at the International Tatar University. (1st-2nd year Tatar language courses do not carry credit towards the B.A./B.S. degree.) Students will take a placement test in Tatar to determine whether they must take additional courses in Tatar language. A certificate of proficiency in Tatar language is required for graduation.
- Advanced knowledge of literary Russian is assumed, or may be acquired through coursework at the International Tatar University. (1st-2nd year Russian language courses do not carry credit towards the B.A./B.S. degree.) Students will take a placement test in Russian to determine whether they must take additional courses in Russian language.
- Two years of English as a foreign language is required (18 credits)
- Students are required to take at least 60 credits of courses taught in the Tatar language.
- Students are required to take 6 credits of courses taught in Russian (not including 1st-2nd year language courses). [This can include courses in Russian civilization, plus other subjects]
- Students are required to take 12 credits of courses taught in English (not including 1st-2nd year language courses). [This can include courses in American/English/European civilization, plus other subjects]

- Tatar Composition and Rhetoric (3 credits)
- Core Curriculum: Classics of Turkic and Tatar Civilization (6 credits)
- Core Curriculum: Classics of Islamic Civilization (6 credits)
- Core Curriculum: Classics of Western Civilization (6 credits)
- Core Curriculum: Classics of Music OR Classics of Art (3 credits)
- Humanities Breadth Requirement (12 credits, excluding Core Curriculum) [for example: History of the Tatars, History of Russia, History of Tatar Literature, American Civilization, Islamic Law, etc.]
- Social Science Breadth Requirement (12 credits, excluding Core Curriculum) [for example: Introduction to Comparative Politics, Introduction to Sociology, Peoples and Cultures of Europe, Peoples and Cultures of Asia, The Ethnography of the Turks and Tatars, Approaches to Identity Formation, Islamic Theories of Political Systems, etc.]
- Natural Science Breadth Requirement (12 credits, excluding Core Curriculum: 3 credits biological science, 3 credits physical science, and 6 credits natural science, which may include mathematics) [for example: Physics, Biology, Mathematics, Environmental Science, etc.]
- Major in a Department (30 credits)
- Electives (12 credits)

Note- The undergraduate B.S requirements includes 16 credits in natural science (including 6 credits biological science and 6 credits physical science), and two semesters of calculus (which also counts as natural science credits).

## DEPARTMENTS

I propose that the following academic departments be established initially within the College of Arts & Sciences:

1. **Tatar Language and Civilization** (Tatar language, philology, literature, civilization)
2. **Foreign Languages and Civilizations** (initially Russian and English language and civilization, with French, German, Arabic, Persian, Turkish, etc. language and civilization to be added)
3. **Humanities** (art, comparative literature, linguistics, music, philosophy, etc.)
4. **History** (history of the Tatars, Turkic peoples, Islam, Russia, Europe, the Americas, Asia, Africa, etc.)
5. **Social Sciences** (anthropology, archeology, economics, psychology, sociology, etc.)
6. **Natural Sciences** (biology, chemistry, environmental science, mathematics, physics, etc.)
7. **Information Science** (computer science)

As the International Tatar University grows, departments such as Humanities, Foreign Languages and Civilizations, Social Sciences, and Natural Sciences can be subdivided into individual departments as required.

Each department should offer an undergraduate major. Therefore it would be important to make sure that each department is sufficiently staffed to offer enough courses at the introductory, intermediate, and advanced levels (including seminars) to complete a 30 credit major (approximately 10 courses). While it would make sense for a national university to have a fully staffed Department of Tatar Language and Civilization, and the faculty in Russian and English language must be adequate, too, in the initial period a Department of Social Sciences staffed by say one anthropologist, one archeologist, one economist, one psychologist, and one sociologist (possibly fewer than that, including visiting faculty) could certainly teach more than enough courses to offer an undergraduate major. Similarly, a Department of Natural Sciences staffed by one biologist, one chemist, one physicist, one mathematician, and one environmental scientist should be able to teach enough courses to offer an undergraduate major. It is important to remember that students from other majors will also be taking general



courses in these departments as a part of their breadth requirements. Faculty from these departments will also staff the Core Curriculum.

### **GRADUATE SCHOOL OF ARTS & SCIENCES**

The Graduate School will award the following three degrees in each department which has sufficient faculty to offer a graduate curriculum:

- 1. Master of Arts (M.A.) & Master of Science (M.S.)** In the American system this is usually awarded after 1-2 years of coursework, with some departments/universities requiring a Master's Thesis (50-100 pages).
- 2. Master of Philosophy (M.Phil.)** Most American universities require three years coursework (including work completed towards the M.A.) plus a doctoral dissertation for the Ph.D. Many students, however, never complete the doctoral dissertation! Columbia University awards a separate M.Phil. degree to students who have completed doctoral coursework and have passed their comprehensive examination (but have not yet written a doctoral dissertation).
- 3. Doctor of Philosophy (Ph.D.)** This reflects the work completed through the M.A. and M.Phil. dissertations plus the successful completion and defense of a doctoral dissertation.

Masters theses and doctoral dissertations may be written in Tatar, Russian, or English. These degrees are to be awarded in accordance with the laws of Tatarstan and the Russian Federation. (In the United States all degrees, including the doctorate, are awarded by the university, and there is no other involvement by the state or federal government if the university is properly recognized by the authorities.)

### **OTHER GRADUATE PROGRAMS**

The **School of International and Public Affairs**, offering a Master's in Public Administration (M.P.A.), can serve to train a professional managerial class ("technocrats") for government in Tatarstan, other republics in the Russian Federation, and other countries. It may take as a model similar American and French schools. It can serve as the short-term or long-term home for other professional degree programs, if desirable, in Information Science, Public Health, Law, Business, etc. Any or all of these degree programs can also be housed as special graduate degree programs in the Graduate School (instead of as a separate school).

### **STAFFING**

In the American system there is no limit as to the number of professors in a department (unlike the European system which has only one professor per department). After a national search in which the position is advertised widely, new Ph.D.s are hired as assistant professors, initially on a three-year contract which is then extended annually. In the sixth year they are rigorously evaluated for tenure and promotion to associate professor. Failing this, they are allowed a seventh year to teach and look for a position at another university (if they can find one), since they can never be rehired at the same institution. At almost all universities, any qualified assistant professor can be promoted to associate professor and later professor ("full professor"). The very few exceptions to this are private research universities such as Harvard, Yale, Columbia, etc. which can afford to mistreat young scholars because of the prestigious reputation of the university. At most research universities faculty teach 2-3 courses per semester.

Each department will require a professor who is the founding chair of that department. Additional professors, adjunct faculty, and visiting faculty can be hired by the chair in collaboration with a search committee and the university administration as part of a national or international search. (At the University of Wisconsin-Madison departments elect a chair for a 3-year term. There is a new policy that only full professors can be chairs of departments.)

In addition to full-time faculty, it is possible in Kazan to take advantage of faculty at Kazan State University, the Kazan Institute for the Humanities, and the local researchers in the

Academy of Sciences as adjunct faculty. They would have only a part-time status at the International Tatar University. The International Tatar University should be able to hire as teachers the best scholars, and it would make sense to hire the best scholars in the Academy of Sciences as adjunct faculty. (In the United States there are almost no research faculty except in laboratories in the natural sciences supported by grants.)

It would be enriching to have visiting faculty members and lecturers from other universities in the Russian Federation and other countries as well. The use of English as a regular language of instruction would facilitate hiring visiting faculty members and lecturers from North America and Europe.

Because of all the difficult personnel decisions that must be made when establishing a new university, I propose that for the first ten years all new appointments (including President, Chancellor, Provost, Dean, all professorial ranks, all academic staff) be for an initial three-year contract. If the person is well suited for the job, the Board of Regents will make the appointment permanent. The one exception will be the renewal of contracts for assistant professors, whose contracts will be renewed, if they are meritorious, for a 2nd three year term, at the end of which a decision will be made about tenure and promotion to associate professor.

The process of tenuring assistant professors at American universities involves the solicitation of internal and external letters concerning the research, teaching, and service of the candidate. The department must vote to approve tenure. Before the nomination is sent to the dean, it must generally be approved by a committee of the university faculty. In the case of a small university, it is conceivable that the entire tenured faculty may vote on this. Even if the faculty recommends approval, it is possible (though unlikely) that the dean and higher level administrators may yet reject the application for tenure.

The same system is generally used for promotion to full professor, except that the voting in the department is usually restricted to other full professors and the promotion is not voted upon by a committee of the entire faculty.

Any system relying on a meeting of the university faculty is not possible until an initial set of faculty has been hired.

## **BUDGETARY CONSIDERATIONS**

Administrators and chairs of departments should be on full-time appointments from the very beginning. Full-time administrators, chairs, faculty, and staff should be paid well enough so that they are not obliged to find as many additional jobs as possible.

In the American system it is impossible to even consider teachers accepting “payments” (bribes) for the admission of students (which they do not even control in the case of undergraduate students, because this is under the control of the Office of Admissions) or for grades. It is important to avoid this trap. Any such problems would mean that the international reputation of the International Tatar University – and its chances for international accreditation – would be tarnished.

American universities charge high tuition, but European universities usually charge only token tuition. It may be desirable to charge tuition, but then award generous undergraduate scholarships and graduate fellowships to needy students. (Most American universities follow the principle of “needs blind” admission and offer assistance to students requiring financial aid.) In particular foreign students from North America and Europe would be willing to pay tuition to attend International Tatar University summer programs.

The International Tatar University should actively raise funds for its capital fund, to endow undergraduate scholarships, graduate fellowships, special funds for assisting diaspora students, special professorships, etc. American universities often name buildings, programs, centers, and professorships according to the wishes of the donor. The Board of Visitors can be instrumental in this.

## **DORMITORY AND FACULTY RESIDENCES**

The International Tatar University will require dormitories to house students who do not reside in Kazan. It should be a goal to accommodate all students who require housing. The dormitories should be the best in Kazan.

Cambridge, Oxford, Harvard, and other universities have residential college systems that may also serve as a model for dormitories of the International Tatar University. Many American universities also have some faculty residing in special apartments in the dormitories in order to create a sense of academic community for professors and students.

New universities in Turkey including Koç University (Istanbul) and Bilkent University (Ankara) offer free apartments for their faculty in special residences for as long as they teach there. In the United States, especially in expensive cities, universities often provided subsidized faculty housing. Columbia University provides this for faculty even in retirement, until the death of both the faculty and the spouse.

## **GUEST HOUSE**

The International Tatar University has much to gain by attracting visiting faculty, lecturers, and guest speakers from other universities in the Russian Federation and especially from the United States and Europe. It would be much simpler for the International Tatar University to have its own guest house for visiting faculty and guest speakers, including for special summer courses.

## **ACCREDITATION**

There are national and international organizations which accredit institutions. It would be useful for the International Tatar University to gain accreditation by an appropriate international organization. That would facilitate graduates of the International Tatar University in applications for graduate study in other countries, and in accepting foreign students at the International Tatar University as a part of exchange programs. These organizations have very demanding standards, such as faculty size, library size, etc.

## **LIBRARY**

The library is the heart of any research university in the United States, and the International Tatar University will also require a library for its students. The International Tatar University should seek donations of books from retired scholars in the Russian Federation and abroad, and it should seek donations of money for the library as well. It should be possible for students enrolled at the International Tatar University to use libraries at other facilities in Kazan as well.

## **TECHNOLOGY**

The International Tatar University will take advantage of modern technology to offer its students the world. The classrooms and dormitories should include international media resources (especially satellite television broadcasting from Tatarstan, Turkey, the rest of the Turkic world, Russia, the United States, and Europe) and fast internet connections. It should be a goal to require that each class have media resources available (computer with projector, television monitor, video, etc.). It should also be a goal that each student own (or have available in his/her dormitory room) a personal computer. Donations can be sought to present each student with a personal computer.

It would also be possible for the International Tatar University to connect its classrooms with other classrooms outside Kazan and to offer its courses through the internet or by satellite to anywhere in the world. This would open the possibility of correspondence courses as well.

## **PUBLICATIONS**

The mission of any great university is research, teaching, and public service. The International Tatar University should hire permanent faculty on the strength of their great research and teaching. Therefore it should sponsor publications, either through local publishers or through its own publishing house. One of the goals should be to promote new scholarship in Tatar that can form the basis of teaching Tatar language and civilization on the elementary, secondary, and university levels.

Since book distribution is one of the problems facing the scholars and publishers of Tatarstan, the International Tatar University could also open a bookstore that can distribute books in Tatar language and about Turkic and Tatar civilization around the globe.

Finally, new technologies allow the International Tatar University to host a virtual library on its website. The International Tatar University could make all of its publications (and perhaps other titles from its library) available to anybody around the world connected to the internet (for free or for a small fee). Thus a library of works concerning Tatar language and civilization could be available in one, one thousand, one million, or one billion electronic copies to anybody anywhere in the world.

## **DIASPORA AFFAIRS**

The International Tatar University can serve a critical role in linking the Tatars of Tatarstan with Tatars of the diaspora within and without the Russian Federation. It can also help to solidify the bonds between Tatars and kindred Muslim Turkic groups, especially since many Muslim and Turkic groups with close ties to Tatars are in desperate need of help and cannot open such universities themselves. The International Tatar University can only succeed in this goal if it offers a high-quality education judged by international standards. If that is the case, Tatars and Muslim Turks from Tatarstan, Bashqortostan, elsewhere in the Russian Federation, Central Asia, Europe, North America, and elsewhere will want their children to study there, be it for a summer, a semester, a year, or even four years.

By elevating the study of Tatar language and civilization to a new level, by developing a university curriculum in Tatar with teaching materials, textbooks, and even entire courses available in Tatar on the internet, the International Tatar University can help to create a new international Tatar community. Once Tatarstan is able to broadcast to the entire Russian Federation and beyond by satellite, what better cultural programming for part of each day than to offer courses from the International Tatar University for free?

The International Tatar University also offers a way for Tatars and Muslim Turks of the diaspora to get involved with the university, since the International Tatar University will need a network of reliable individuals to interview potential students, administer exams, and to recruit new teachers and students.

Finally, the International Tatar University could also seek to establish filials, centers, or even additional campuses not just in other cities of Tatarstan, but across the Tatar world.

## APPENDIX 1

### Columbia College (Columbia University in the City of New York)

- 124 credits (one course may not be used to fulfill more than one requirement for the degree, except a Major Cultures, science, or foreign language requirement course may also be used to satisfy a major requirement).
- last two terms must be in residence at Columbia College, Reid Hall in Paris, or the Berlin Consortium
- Literature Humanities (2 semesters surveying classics of Greco-Roman, medieval European, and modern European literature)
- Contemporary Civilization (2 semesters surveying classics of Greco-Roman, medieval European, and modern European political philosophy and history)
- Art Humanities (1 semester)
- Music Humanities (1 semester)
- Foreign Language (4 semesters)
- Logic and Rhetoric (1 semester, unless additional work is required)
- Major Cultures (2 courses from approved list)
- Physical Education (2 semesters and swimming test)
- Science (3 courses from approved list)
- Major or Concentration

## APPENDIX 2

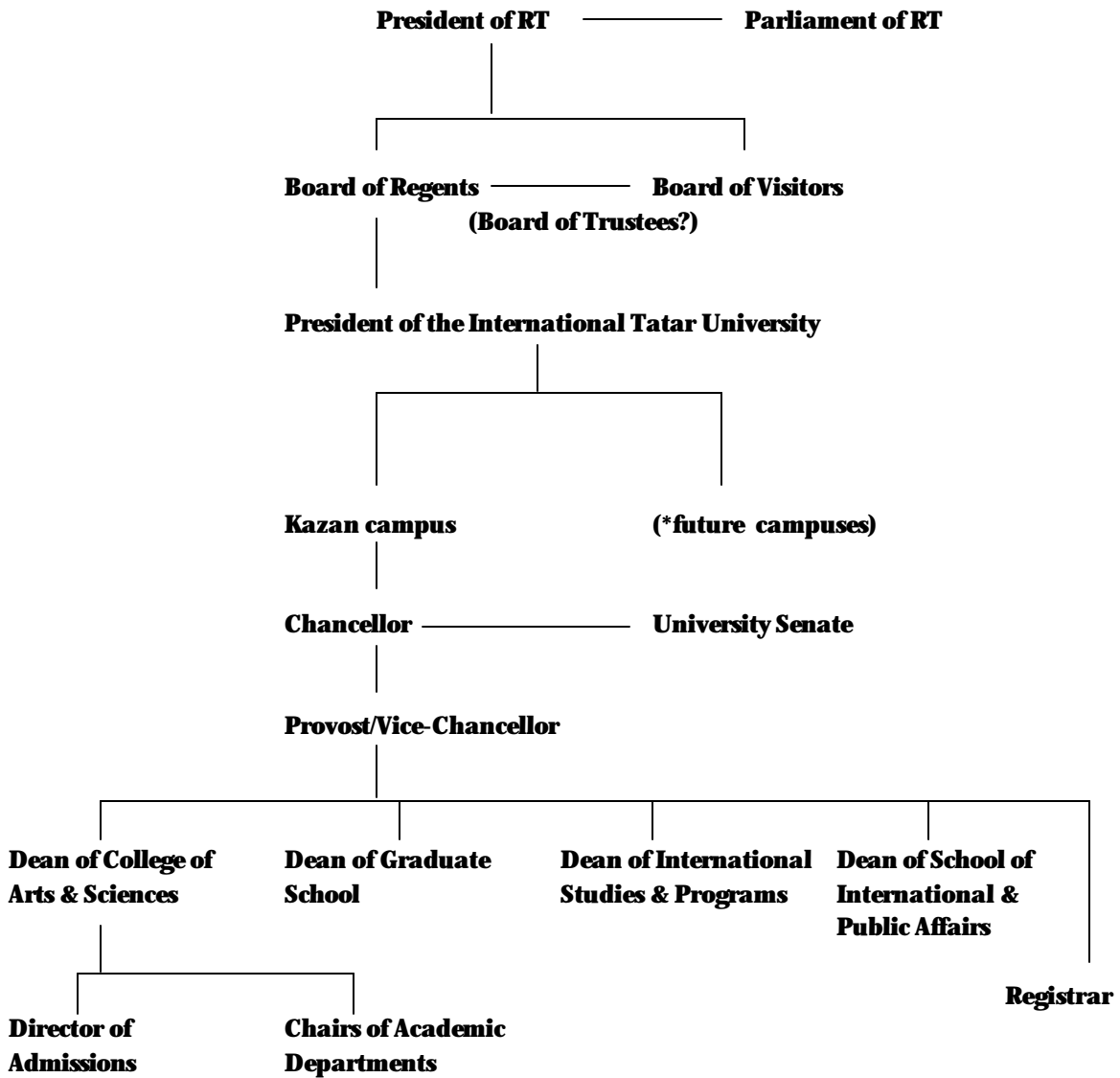
### University of Wisconsin-Madison (B.A. requirements)

- 120 credits
- 80 credits outside any one department [=not more than 40 credits in a single department]
- 60 credits in intermediate or advanced courses
- 2.0 grade point average overall, and 2.0 grade point average in intermediate/advanced courses [on a scale of 0-4.0, with 4.0 the best grade]
- last 30 credits must be in residence at the University of Wisconsin-Madison
- Communication Part A- freshman composition (or exemption through placement scores)
- Communication Part B- a course with extensive writing from a list of approved courses
- Foreign Language (4 semesters, or 3 semesters of Language #1 and 2 semesters of Language #2)
- Minimum Math Competency- exemption through a test
- One year of high school algebra, one year of high school geometry, plus a 3rd course (2nd year high school algebra or geometry), or additional college courses
- Quantitative Reasoning Part A- a basic mathematics course (or exemption through placement scores)
- Quantitative Reasoning Part B- a course with extensive use of mathematics from a list of approved courses)
- Humanities Breadth Requirement (12 credits in humanities, including at least 6 credits in literature)
- Social Science Breadth Requirement (12 credits in social science)
- Science Breadth Requirement (12 credits in natural science, including at least 3 credits in biological science and 3 credits in physical science)
- Ethnic Studies (3 credits from a list of approved courses, but may be the same as one of the courses used to meet another requirement)
- Departmental Major
- 2.0 grade point average on all courses in the major, and 2.0 grade point average on intermediate/advanced courses in the major
- Minimum 15 credits in intermediate/advanced courses in the major in residence
- Certification of English Proficiency.

Note- The undergraduate B.S requirements includes only 3 semesters of foreign language, 16 credits in natural science (including at least 6 credits in biological science and 6 credits in physical science), and two semesters of calculus (which also counts as natural science credits).

**APPENDIX 3**

Chart of the Organization of the International Tatar University



**(version: August 23, 2001)**