MAIN PRINCIPLES OF THE STRATEGY ON BUILDING OF WORLD-CLASS UNIVERSITIES IN RUSSIA

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INTRODUCTION

- Main features of the modern world development is a transfer to the economics of knowledge (generation, distribution, and using of knowledge)
- Place of Russia in the world innovation processes is inadequate to the intellectual and educational potential of the country
- 568 state (federal) higher education institutions
- 1242 of their branches
- 52 Regional accredited high schools
- 352 accredited non-public higher education institutions
- 341 of their branches
- 7,06 million Students
- 143,000 PhD Students
Problems:

- Quality of the Higher Education should respond to the requirement to the modern labour market
- Competitiveness on the international educational survey market
- Teaching and research stuff. Attracting of young talented people to Universities
- Low innovation activity of the economic branches
- Absence of necessary elements of the innovation infrastructure
- Low capitalization of the intellectual potential
- Insufficient development of the economic mechanism to transfer the results of intellectual activity to industry
Integration of Education and Research – creation of Educational-Research Centers with Institutes of Russian Academy of Science

Fall of the prestige of the profession of teacher and scientist:

- in Russia - 1%, in USA – 51% - the most prestigious,
- 25% - very prestigious,
- 20% - prestigious

Part of (GDP) Gross Domestic Product in 2005 – 0.9% for High Education.
Brain drain (from 1989 till 2002 20000 teachers and researchers has departed, 30000 are holding contracts). But this is the best researchers and teachers in productive age. The main reason is a low salary - on an average $250 and an old equipment (about 30% of equipment is older than 12 years)

This destroys the system of traditionally very strong Scientific Schools

• Readiness to decide problems of modern economy and society.

• Inviting of society to the active dialog and participation to the management of the High Education and reformation processes.
Rise of the quality of the professional education

Guarantee of the accessible qualitative higher education for all Russian citizens

Transfer to the modern educational technology

Development of the economic mechanism to transfer the results of intellectual activity to industry
➢ Rise of the investments to the higher education. It should be attractive for the investors.

➢ Development of the modern Long Life Learning and Distance Learning.

➢ Development of the competitive export of the educational surveys
RUSSIAN UNIVERSITIES IN THE BOLOGNA PROCESS

- Two-cycle degree programs are implemented in half of all higher education institutions in over 100 fields of study, with exemption for medicine, service and information security.

- Bachelor’s degree: 681 Institutions (50.7%), Master’s degree: 305 Institutions (22.7%).
752 Institutions (56%) include the doctoral studies as a third cycle.

31 Institutions (2.5%) develop pilot projects and apply the credit system in only some educational programs (10-15%).

Adoption of the Diploma Supplement is realized as a pilot project.
CRITERIA OF THE SELECTION OF INNOVATION RUSSIAN UNIVERSITIES

- The innovation Universities should guarantee the creation of the stable development of the research, reproduction of knowledge which is competitive on the world market

- Creation of the effective innovation system which will connect education, research and business and implement it in the global innovation system

- It is the first step to the world-class Universities
• **17 Universities** were winners on the first round
  (10 bln Rubles or **400 mln USD** for 2 years)
• **40 Universities** were winners on the second round
  (20 bln Rubles or **800 mln USD** for 2 years).
• Each University have received from **40 mln USD** till **8 mln USD** for the realization of the innovation educational program and research process.
1. The general results of University activity in 2000 – 2005 academic years:
- number and results of international, federal and regional projects implemented by University in a period of 2000 – 2005 academic years;
- number of scientific publications, total and mentioned by number of teaching staff;
- number of patents inventions and know-how, total and mentioned by number of teaching stuff;
- number of exhibits demonstrated at the exhibitions (including international ones), total and mentioned by number of teaching stuff;
- number of Russian and International awards, prizes in the field of science, culture and education, total and mentioned by number of teaching stuff.
2. Management of the University:

- availability of strategy development program of the University and average-term plan of actions for the period of 2006 – 2008 academic years;

- availability of public control authorities (for example, supervisory council), with significant level of representation of public and professional Communities;
- annual publication of reports on results of the activity, including those about structure of incomes and expenditures of budgetary and out-of-budgetary funds of the University;
- availability of system of educational process quality control (for example, ISO9000);
- availability of information systems of educational process control.
3. Educational programs:
- number of students (including bachelors, specialists, masters, post-graduate students, competitors, person working for doctor’s science degree (second degree in Russia));
- share of students studying under two-level programs of higher education;
- share of graduates who studied under Master, PhD, doctor Science and MBA programs in an aggregate number of graduates;

- average score of the Uniform State Examination (USE) among students enrolled to the first year of study under contractual and state-funded basis;
- share of teaching stuff and researchers younger than 40 years old;
- share of students and post-graduate students involved in realization of educational process;
- number of personal computers which are used in educational process;
- availability of a local information network;
- number of personal computers comparing to the number of students which have access to the Internet;
- availability of public domain site of the University;
- availability of access for students and employees of the University to electronic educational resources (electronic libraries, statistical information basis etc.);
- number of foreign periodicals, received by library of the University;
- relation of number of places for residing in hostels to the total number of students;
- share of educational programs which have passed public and professional accreditation including international;
- share of the graduates who graduated from the University within the framework of target training programs (for example, supported by industry and business).
4. Research, development and innovation activity:

- scope of research and development and design-analytical works, of mentioned by number of teaching and research stuff;

- scope of out-of-budget research and development and design-analytical works, mentioned by number of teaching and research stuff;
- number of teaching stuff and researchers with academic degrees in the field of professional programs;

- number of teaching stuff and researchers participating in work of scientific and implementation enterprises, joint design bureau, business incubators, technical parks, patent agencies, centers of technological advantages.
5. International activity:

- share of citizens of the foreign states comparing to total number of students, including students from non-CIS countries;

- share of educational programs which have received an international accreditation;

- membership in the international educational organizations;
- number of international projects in the sphere of education and scientific research, common and mentioned by number research and teaching stuff;

- number of students, teachers and researchers who participated in the international exchange programs in 2000-2005 academic years;
- number of international conferences, symposiums, scientific seminars held in 2000-2005 academic years at the University;
- share of invited foreign professors and teachers;
- share of graduates studying under the programs with participation of foreign partners comparing to total number of the University graduates.
Additional criteria are also available:

– Availability of scientific schools recognized at the world level;
– Availability of design-analytical and scientific-and-research centers of national importance.
– Public estimation, for example, by Independent Ranking Agency “RatER”
Concept

The Independent Ranking Agency “RatER” was founded in April 2005 on the own initiative of businessman Oleg Deripaska.

The concept was prepared by the representatives of the Ministry for Science and Education, experts, employers, recruiters and university management.
Target groups

- Ministry for Science and Education RF
- Management of Higher Education Institutions
- University Entrants and their Parents
Methodological theses

1. Education quality is RatER’s key definition

2. The general aim is to promote competition among the universities

3. The criteria of estimation are chosen on the basis both domestic and international experience

4. The results of the studies are presented in the form of universities ranking and public opinion surveys

5. The main feature of “RatER’s” methodic is the orientation on the results of education, and not on factors that help to achieve those results
6. The graduates competitiveness in the management labor market is one of the basic principles of “RatER’s” system of public estimation.

7. Methods of accumulation and analysis of sociological information:
- in-depth interviews (experts, employers, university management, local employment authorities)
- questionnaire surveys (senior students, graduates, employers and teaching staff)
- statistical processing (factor analysis, scaling, cluster analysis, regression analysis etc.)
INDICES AS A STATISTICAL INTERPRETATION OF THE RATER CRITERIA

Professional training index

- Graduate’s self-estimation (19 Characteristics)
- Employer’s estimation (5 Characteristics)
- Teaching staff’s estimation (2 Characteristics)
INDICES AS A STATISTICAL
INTERPRETATION OF THE RATER CRITERIA

University graduates adaptability index

- Graduate’s self-estimation (28 Characteristics)
- Employer’s estimation (27 Characteristics)
- Teaching staff’s estimation (16 Characteristics)
We use factor analysis to process these data and construct ranking of the Universities separately of each field.
CONCLUSIONS

1. The combination of the criteria, which characterized the resource parameters and public estimation, for example, from “RatER”, will help to create the Russian world-class Universities.
2. These Universities should satisfy to the main strategic principals on the building of the world-class Universities:

- Competitiveness with the best Universities
- Reproduction of knowledge on the world level
- Excellent research and technology transfer
- Social responsibility
- Internationalization.
3. It will be preserved all the best in the Russian Educational System and used new educational technologies and experience of the best Universities in the world.

4. It will be integrated the leading Universities with Research Institutes of Russian Academy of Science
5. Russia has now very good opportunity to invest to Science and Education System to decide the problems of Generation and Reproducing Knowledge. It is investment to the Future. The national project “Education” will be a catalyst of this process.
THANK YOU!!!

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