

Federal Universities as Factors of Social Development of Regions of Russia

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Abstract-The article analyzes the state of the concept of "federal university", normative base, defined criteria for assessing the federal universities, conclusions about the problems of the relationship between the development of federal universities and the social development of regions, as well as ways to solve them.

Keywords-Federal Universities, social development of the regions, university assessment, state management of education

I. INTRODUCTION

Today, federal universities are active participants in the innovation, social development of individual regions and districts. The first federal universities have been established over 10 years ago, in connection with what is now a need for conducting the some results of the formation and development of these universities. The question of the expediency of creating this type of institutions of higher education and their involvement in the process of social development of the regions of the Russian Federation is becoming topical.

II. DEVELOPMENT OF METHODOLOGY

Three federal universities were chosen for analysis: Siberian Federal University - SFU (Krasnoyarsk, Krasnoyarsk Territory, Siberian Federal District, 2006), Kazan Federal University - KFU (Kazan, Republic of Tatarstan, Volga Federal District, 2009), Baltic Federal University. I. Kant - BFU (Kaliningrad, Kaliningrad region, North-West Federal District, 2010). The choice to study these universities can be explained by several reasons. Firstly, these universities are included in the program to improve the competitiveness of domestic universities "5-100", that is, they are more focused on developing and improving their rating in the country and in the world. Secondly, these universities are located in different regions and federal districts, which will allow to evaluate and compare their impact on different territories of the Russian Federation. Thirdly, these universities were created at different times, that is, an analysis of their activities will allow to evaluate and compare the impact of universities on the social-economic development of territories depending on the time of their existence [1].

Objective: based on the analysis of the activities of federal universities and their level of competitiveness, determine the degree of influence of these universities on

the social-economic development of the relevant regions and federal districts to further improve the activities of federal universities as one of the key areas of state policy in higher education at the level of individual regions.

Following the review of documents on federal universities, the following features can be identified:

- autonomous;
- the presence of a special organizational structure (the board of trustees, the President);
- the formation of a new university based on the merger of several others (with the exception of the BFU);
- higher level of competitiveness;
- involvement in the process of development of the region and the federal district [2,3].

Thus, the study of material about federal universities in the Russian Federation made it possible to establish that this type of universities was created primarily for the development of economic mechanisms in education (competition, efficiency, autonomy of universities, etc.). The process of creating federal universities and their regulatory consolidation can be considered chaotic, and therefore it is not yet possible to accurately determine the status of this type of institutions and their main purpose. Documents enshrining the provisions on federal universities reinforce the inclusion of these universities in the development of regions, federal districts and the country as a whole. However, the mechanisms of this influence and the criteria for its assessment also remain undefined and not fixed at the legal level.

As a result of studying the theoretical aspects of higher education and its organization in the territory of the Russian Federation, it was possible to establish the following higher education at this time is viewed from two perspectives: as a social good and as an economic service.

Analysis of scientific papers on the assessment of the quality, efficiency and effectiveness of higher education allowed us to establish the following facts. So far, there is no uniform methodology for assessing higher education and its quality, which is due to such factors as the intangible, qualitative nature of the result of education, the subjectivity of the goals of various participants in education,

the influence of many additional external factors on the results of educational activities, etc. In this regard, within the framework of various studies, different indicators of the work of universities are identified and evaluated. But, despite this discrepancy of indicators, the main method of assessing these indicators and university performance is the ranking method. There are many ratings of higher educational institutions: general, subject, regional ratings, etc. In the Russian Federation, the assessment of the competitiveness and performance of universities, including federal ones, is currently carried out as part of the program

to improve the competitiveness of domestic universities "5-100". This program assumes an assessment of both the position of universities in various international rankings and individual indicators of their activities. The list of these indicators is taken as the basis for evaluating the activities of federal universities in this work. Let us consider in more detail the results of the evaluation of these indicators. The study includes 23 indicators of competitiveness of the federal universities, some of which have been grouped into thematic blocks (3 thematic blocks, including a 15th indicator, other indicators were considered separately).

TABLE 1 GENERALIZED LIST OF INDICATORS TO ASSESS THE COMPETITIVENESS OF FEDERAL UNIVERSITIES [4]

1	Position in the general ratings THE
2	Block "Position in QS ratings"
3	Position in the overall ratings of ARWU
4	"Publication activity" block
5	"Citation" block
6	The share of foreign professors, teachers and researchers in the number of scientific and pedagogical workers, including Russian citizens, holders of the Ph.D. degree foreign universities
7	The proportion of foreign students enrolled in the main educational programs of the university (considered with regard to students from the CIS countries)
8	Average unified state examination (hereinafter - USE) university students taken to train full-time education at the expense of the federal budget programs
9	Share of non-budgetary sources in the income structure of the university

For each of them, the calculation of the normalized indicator was carried out, and then the integral indicator was calculated as the average value of the estimates for each indicator.

It is extremely difficult to assess the effectiveness, efficiency, and therefore competitiveness of a university. Due to the fact that in our country the economic approach to the evaluation of education currently prevails, in assessing the state of competitiveness of federal universities, indicators related to resource mobilization (personnel - teachers, consumers - students, investors - private investments and more). These indicators are the basis of the program "5-100" and used in this study.

Evaluation of these indicators of competitiveness of some federal universities was not so high, and led to the conclusion that the form itself, the new organizational and legal form of federal universities, does not yet make the work of universities more effective as it is laid out in program documents. In addition, it was found that there is no overall logical link between the development of a university and its territory, which again contradicts the goals of state policy in the field of higher education. This fact indicates the existence of problems in the field of higher education and the functioning of federal universities.

The analysis of the scientific literature on the research topic, regulatory and policy documents in the field of higher education, statistical data on the work of federal universities and the social-economic development of regions and federal districts of the Russian Federation made it possible to highlight some of the issues of

organizing and implementing state policy in the field of higher education in the Russian Federation and at the level of individual regions.

These problems can be classified from the most common to the narrowest and particular as follows:

- general problems of state policy in the field of education in the Russian Federation, including the activities of federal universities;
- general problems of the organization of activities of federal universities;
- general problems of competitiveness of federal universities and their interrelations with the social-economic development of the respective territories;
- private problems of individual federal universities and their development.

The analysis of the literature and statistical data carried out within the framework of this study made it possible to single out the problems of organizing and implementing state policy in the field of education both at the federal level and at the level of individual regions. At the same time, it was possible to establish that so far the fundamental problem in the field of higher education is the correlation of social and economic approaches in it. So far, the economic approach prevails, which gives rise to a number of other narrower and specific problems, including at the level of individual regions and the federal universities functioning in them.

At the moment, the status of federal universities is not clearly defined at the level of the legislation of the Russian Federation. In particular, the mechanisms of interaction of these universities with the regional and federal districts' authorities were not developed and, accordingly, the potential degree of influence of federal universities on the social-economic development of these territories was not determined. That is why, within the framework of this work, the quality and competitiveness of higher education was assessed at selected federal universities, namely Kazan (Volga Region), Siberian and Baltic State Universities, and the relationship between the development of these universities and the social development of their respective regions and federal districts.

The study identified key problems in the implementation of public policy in higher education, including at the regional level.

The contradictions of the market approach to higher education as an economic resource and the social approach as a public good, which is manifested in:

- a system of federal state standards that are too strict for a market-based approach and the development of university competition;
- accreditation system of higher education programs: state accreditation and public accreditation, etc.;
- the system of interaction of universities and entrepreneurs;

The problem of the expediency of the formation and effectiveness of the activities of federal universities, which is manifested in:

- the absence of legislative consolidation of the status, process of formation, features, functions of federal universities;
- in the chaotic formation of federal universities and the adoption of documents on their development;
- the absence of a program oriented specifically to this type of university and their development;
- lack of interaction mechanisms of federal universities and territories of their location: regions and federal districts, etc.;

The problem of the quality of education and the competitiveness of federal universities, which is manifested in:

- low assessment of the competitiveness of domestic federal universities and their non-inclusion / low position in international rankings;
- in the lower competitiveness of new federal universities with other existing universities in the country;

The problem of evaluation and methodology for assessing the competitiveness of federal universities, which is manifested in:

- the prevalence of economic indicators over social in the methodology for assessing the competitiveness of universities;
- the almost complete absence in the methodology of universities' competitiveness of indicators "at the exit", reflecting the social effect of the scientific and educational activities of the university;

Problems of the relationship of the university and the social-economic development of the region and the federal district, which manifest themselves in the absence of a common natural relationship between the performance of federal universities and their respective regions.

These problems are of a general nature and apply to all considered universities. Also for each studied federal university their own problems were highlighted:

- Kazan Federal University – a relatively low proportion of graduate and post-graduate students in the total number of students is high competition with other universities in the region, relatively low position in the international rating, despite the relatively high results;
- Siberian Federal University – the lack of clear advantages - "points of growth", despite the earlier establishment of the university compared to KFU and BFU, rather complex geographical and climatic conditions, which affect the attraction of applicants and teachers to the university [5];
- Baltic Federal University – non-use of scientific potential for the development of the university and increase its competitiveness, a special geographical position, due to which more developed foreign universities become the main competitors for the university [6].

These problems need to be resolved, within the framework of this scientific research, recommendations have been made for their elimination or minimization:

- development of public accreditation mechanisms for federal universities;
- increasing the variability and flexibility of federal state educational standards, at least in relation to federal universities;
- legislative consolidation of the status, features, order of formation and functions of federal universities;
- development of a new methodology for assessing the quality and competitiveness of federal universities based on the methodology of the 5-100 program;
- the formation and implementation of a separate program for the development of federal universities as a special type of university in the Russian Federation;
- development of mechanisms for interaction of federal universities with regional government bodies for more active inclusion of this type of universities in the social-economic development of the region.

This interaction includes:

- participation of university representatives in the development of regional policy documents;

- participation of representatives of the university in the procedure of competition and certification of civil servants in government bodies of the regions of the Russian Federation;

- development by representatives of the federal university of projects commissioned by the state service bodies of the region of the Russian Federation;

The development of mechanisms for interaction between federal universities and business representatives is needed, which will require:

- from the university to conduct relevant marketing research requests from potential employers, the positioning of the university and the PR companies for the development of cooperation with business representatives;

- initiatives from business representatives.

These initiatives are:

- the participation of business representatives as practitioners to teach students to transfer practical experience;

- more active participation of representatives of the business elite to assess the quality of education, for example, through participation in the final state certification of students at the end of the training program;

- development of mechanisms for the selection of future personnel by potential employers;

- joint creation of the university and entrepreneurs on the basis of the University of financially autonomous scientific laboratories, focused not only on training students, but also on their involvement in science and commercial research projects and studies;

- development and encouragement from the region and the university itself of grant programs organized by entrepreneurs to support the faculty and students of the federal university.

III. RESULTS

For each of the studied federal universities the following recommendations were made.

For Kazan Federal University the following recommendations were made:

- development as a priority scientific direction of chemistry, namely, pharmaceuticals;

- creating a larger number of master programs in the proposed priority area - pharmacology;

- creation and development of double master programs with the possibility of obtaining both domestic and foreign education;

- increase the proportion of English-language training programs.

- creation and development on the basis of the university of small enterprises, engaged on a commercial basis by scientific research with the possibility of employment of graduate students and masters (the opportunity to find a job in their specialty, to work and study at the same time, to take part in scientific discoveries);

For Siberian Federal University the following recommendations were made:

- the development of the proposed priority research area - urban studies, research of a smart city, the application of which in practice will allow creating conditions for attracting human capital, including scientific personnel and students;

- creation of interdisciplinary research on the development of cities for the preservation of the ecology and natural environment in specific geographic conditions (for example, Taiga);

- the development of this field of study, the creation on its basis of master's programs;

For Baltic Federal University the following recommendations were made:

- development as a priority scientific direction of transport policy research;

- development of small enterprises engaged in scientific research on a market basis in priority areas;

- employment of students in these enterprises;

- the development of joint dual training programs with foreign universities, whose position is more close to the Baltic Federal University, rather than other domestic universities.

IV. CONCLUSION

The implementation of such recommendations will make the implementation of state policy in the field of higher education, both at the federal and regional levels, more expedient and effective from the point of view of the economy and society. In addition, this will allow developing federal universities and making them real participants in the social-economic development of the regions of the Russian Federation and the country as a whole.

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