

# Strategic Planning of an Educational Organization of Higher Education from the Perspective of Digital Technologies Development

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**Abstract**—The following article is devoted to the issues of managing strategic planning of an educational organization development under the modern conditions of market and electronic economy. Nowadays strategic management in the field of education is more and more connected with the market conditions of the widespread digital technologies use, which leads to conflicts in the internal environment and requires fundamental changes aimed at moving from crisis management to strategic management — strategic development planning. The article analyzes the features of strategic planning in Russian and Western educational institutions of higher education.

**Keywords**—strategic planning; educational organization; strategic management; higher education

## I. INTRODUCTION

The strategic planning of an educational organization development is currently determined by external factors (economic, political, technological, etc.). One of the key aspects defining the approaches of educational organizations to their development is the globalization of economy, including university education and science, which mainly concerns the growth of international academic mobility, the credit — module approach which allows designing individual educational plans meeting the demands of a particular person. All this leads to strengthening the positions of the global organizations in the market of educational services, which are likely to become the setters of educational modes and to overwhelm weaker educational institutions [1].

Today the distance educational products of the Massachusetts Institute of Technology and other giants of the educational services market are already integrated into

educational programs at various levels, including their open mass scale online courses — Coursera (<https://ru.coursera.org/>), EdX (<https://www.edx.org/>), etc. Basically, these are the models for implementing the ideology of a Meta University — a global network of a universities and corporations consortium. The goal of such a university should be to solve global problems that go beyond regional and national priorities [2] [3].

The issues of strategic planning and management of educational institutions of higher education are considered in the scientific works of the following foreign and domestic authors: Ansoff H.I., Chandler A.D., Duderstadt J., Jones G.R., Hill C.W.L., Keller, G., Partridge L, Sybille, R., Kirsanova A.B., Knyazev V.A., Malysheva M.A., Metelitsa N.G., Neborsky E.V., Nekhvyadovich E.A., Parfenov Y.A., Slobodnyak I.A., Taymazova V.A., Shtanko E.Y., and others.

## II. FEATURES AND DIFFERENCES OF STRATEGIC PLANNING IN RUSSIAN AND WESTERN EDUCATIONAL INSTITUTIONS OF HIGHER EDUCATION

An analysis of the existing strategic development programs of the leading educational organizations of the Russian Federation [4] shows that these programs do not meet all the requirements of the target groups. Very often these programs are mainly aimed at satisfying the requests of regulatory state institutions, which greatly contrasts the strategic development programs of Western educational organizations [5], [6], [7], [8], [9], [10], [11] that have other landmarks, including civil consumer and business [12] ("Table I"). In this case one of the main reasons for the current situation is the academic society's weak "sensitivity"

and slow “speed of change” of the educational space transformation [13].

TABLE I. THE MAIN DIFFERENCES OF RUSSIAN AND WESTERN EDUCATIONAL ORGANIZATIONS IN THE STRATEGIC PLANNING OF THEIR DEVELOPMENT

Russia	Indicator	West
Often a forced duty, fashion. Sometimes — adventurism. Rarely — deep and fully meaningful choice	Motivation	Rational, marketing
Extensive, comprehensive, universal, stereotypes, desire for brands, slogans and clichés	Mission	Recognizable appearance, concise, unique
Unarticulated, blurred, instead of choosing — the desire to be everything for everyone	Strategy	Focused, informed choice from a limited set of alternatives
Maintaining a distance or a formal expression of interest	Management’s involvement	Leading role, involvement of key executives of different levels
Fragmentary, "amateur", more often — is missing at all. There is no information, it is not possible to prepare it quickly and especially in advance	Analytical procurement	Comprehensive, professional, proactive. Any information on the regional educational organization is available
Desire to delay the spread of information, "not to disturb" the team	Social base	Desire to expand information, to involve as many people as possible at different stages of work
Very few people know about their existence	Applying special tools and techniques	Repeated, routine business, the administration has experts who master special techniques

In Russia quite often, when creating programs, their developers are uninterested and they just rely on some typical structures and scorecards without assuming that a given program can become a working document. In addition, taking into account the mentality of Russian management, the strategic planning of an educational organization development extremely rarely implies a scientific or process vision of this development.

Considering the above-mentioned, as well as a significant complexity of developing educational organization strategies, the underdevelopment of strategic planning algorithms, especially in introducing new technologies and forms of educational organization and quality assessment, the task of strategic planning of educational organization development is currently quite relevant, especially taking into consideration the limited financial resources.

Currently there is no generally accepted concept of strategy. The abundance of concepts proposed in literature, in fact, determines the strategy as a variety of dynamic relationships of the organization with the external environment [12] [14] [15]. Many authors consider an organization to be a kind of open system, which should have management and development systems that ensure the functioning of the internal environment and the interaction with the external environment; these systems must exist within a certain plan.

A. Chandler [16] was one of the first to integrate the concepts of planning and strategy, defining it as the choice of the course of an organization’s activities, the definition of the long-term goals and objectives of an organization and the resources necessary for their achievement.

Dividing the environment of the educational organization into external and internal is the fundamental concept of strategic planning of an educational organization development. As G. Keller pointed out [17], the external and internal environments are critical areas for strategic planning. At the same time, G. Keller identified the key aspects of these areas: traditions, values, expectations, academic

knowledge, material and financial weaknesses and strengths, priority of the management bodies and their competence. Keller also identified the following key elements for the external environment: tendencies, trends and related opportunities for development and/or threats, understanding the market requirements, its established preferences and trends, competition and related threats and/or opportunities.

In 1976 H.I. Ansoff, R.P. Deklerk, and R. L. Hayes introduced the concept of strategic management as an integrated social dynamic process for strategic adaptation in opposition to the linear interpretation of the relationship between an organization and its environment characteristic of strategic planning [18].

In the future G. Mintzberg proposed five definitions of the strategy: an action plan, following an organization’s behavior model in the external environment, the unique position of an organization, "deception" of competitors, and the prospect of an organization’s activity.

If we talk about strategic management in the field of education, it can be noted that the principles of strategic planning for the development of educational institutions of higher education historically originated from American higher education, where the concept of strategic planning for the development of educational organizations first appeared in 1970 and was determined by the following factors: decentralization of the educational organizations management, almost no state regulation and non-interference in academic problems.

In European universities the situation usually develops according to the approach when management decisions are made within the framework of the administrative regulation model of state authorities and educational organization management bodies, the teaching staff is almost completely autonomous in the research and educational space [12]. This approach to strategic planning is divided into two branches: academic and organizational-managerial [19].

**III. STRATEGIC PLANNING OF A RUSSIAN EDUCATIONAL ORGANIZATION OF HIGHER EDUCATION UNDER THE MODERN MARKET CONDITIONS AND THE EXPANSION OF DIGITAL TECHNOLOGIES USE**

In the Russian practice the examples of strategic planning of an educational organization development are so extensive that it is rather difficult to structure these practices in terms of a logical classification. There are a lot of strategies where planning processes are streamlined — the understanding of a strategy is close to the concept of a plan. It is quite typical of the Russian practice to design strategies around the unique position of an educational organization in a particular area or geographic region. It is worth noting that approaches to the strategic planning of an educational organization development based on the concept of a certain set of declarations and “deception” of educational regulators, consumers, and competitors have not become obsolete yet. It is obvious that such an approach is primarily focused on the competitive struggle for attracting financial resources.

The concept of strategic planning for an educational organization development is inextricably linked with three levels of organizational and management activities [12]:

- “National level” (state policy in the field of education, which is determined by the president, parliament, ministries, etc.),
- “Institutional level” (the educational organizations themselves — universities, institutes, etc.),
- “Basic level” (structural units of an educational organization — branches, faculties, departments, offices, etc.).

It is the “institutional level” that is the object for strategic planning, whereas the “national level” can be considered as an external factor, and the “basic level” as internal.

In the studies of B. Clark [20], there are three organizational and managerial models of the educational organization of higher education: marketing, collegiate and bureaucratic (“Table 2”). As a rule, the actual management models of educational organizations include organizational structures and mechanisms of each of these models. However, such a classification is a general theoretical and methodological foundation for compiling the models of management and strategic planning for the development of an educational organization.

TABLE II. ORGANIZATIONAL AND MANAGERIAL MODELS OF AN EDUCATIONAL ORGANIZATION OF HIGHER EDUCATION

Model	Organizational structures	Mechanisms
<i>Bureaucratic</i>	Bureaucratic	Bureaucratic (government regulation, intricate law, standardization, hierarchy and responsibility according to positions, legislative consolidation of academic leadership mechanisms)
	Department and professors	— The important role and authority of professors (direct funding and security by law) — No mechanisms for academic integration are required
	Faculty and Dean	— Curriculum control — Funds paid by the Ministry — Election of new members of the faculty — The limited powers of the dean and a short period of tenure — The department is controlled by a group of "full" professors
	Council and Rector	— Limited administration influence — Weak possibilities of financial regulation — No need for policies at this level (due to state regulations and standards)
<i>Collegial</i>	Collegial	Clan (collegial mechanisms, reliance on traditional and a common professional culture, socialization of culture and communication, limited use, organizational responsibility combined with collegiate forms)
	Special department and its head	— More collegial decisions (more professors) — Resources distribution through the department — Recruitment and appointment of academic staff — Responsibility for research and training
	Faculty and Dean	— More significant role of faculties — Reception standards are uniform for a department — Exams, new degrees, new courses
	Academic Senate Vice Chancellor (Chief Academic and University Official) Legislative Assembly (local aristocrats, staff, students) and its main executive body - council	— The Senate has complete authority to determine the academic policy (budget allocation between the department and common services), works through committees — External auditors (appointed by the Senate to ensure uniform academic standards in all the departments). The system of external auditors maintains the standards through professional opinions and the continuous socialization of professional norms — The Council is responsible for the finances, planning and fixed assets, nomination of the vice-chancellor. Vice Chancellor provides communication among various groups at the university

Model	Organizational structures	Mechanisms
<i>Marketing</i>	The overall structure – the federation of collegial groups, bureaucratically organized and managed by the founders	Marketing (lack of national standards for admission, academic policy and staff, competitive environment, strong non-state sector, concentration of academic powers in administrative positions)
	Department and its head – the chairman (from the teaching staff)	— The chairman is the administrator and a member of the teaching staff — Decisions in the department are made by voting — Departments are controlled from the top in matters of curricula and academic staff
	School or college as a formal organizational unit (its teaching staff) and dean	— Its own staff – have limited rights (through a certain academic policy) — The dean works under the policy. The policy is developed through collegial meetings and committees — The dean controls the budget, faculty staff, academic curricula, participates in personnel appointments (by department)
	President or Chancellor (fundraising, external relations). Academic Administrator (with the rank of Vice President). Senate or Assembly	— Coordination of curricula, academic staff and research work — General policy and academic recommendations — Various committees bring together faculty staff and administrators

In Europe the collegiate and bureaucratic models prevail, in the USA — the marketing one. None of these models makes it possible to speak about universal well-being in the strategic management of educational institutions of higher education. Russian educational organizations to a greater degree correspond to individual elements of the bureaucratic model, but even within the framework of this historically common model for Russia, they lag far behind in matters of strategic planning of their development.

It is obvious that today there is a growing demand for changes in the strategic management of not only Russian educational institutions of higher education [4], but also European and American [11] [12] ones, in spite of their apparent well-being.

This request is caused not only by the changes occurring in the educational space [13], but also by the need to improve the efficiency of meeting the dynamic needs of educational services consumers.

As for Russian educational organizations, as part of the issue of strategic planning of their development, we should also mention the issue of improving the efficiency of budget spending, taking into account the state task of improving the quality of education. The key tools for solving this task are to a large extent concentrated in the area of introducing new technologies and forms of organizing education, developing effective approaches to controlling the quality of education, and using tools such as strategic academic units.

#### IV. CONCLUSION

Today the authorities of the Russian Federation, who govern the state policy in the field of education, endow educational institutions of higher education with a certain degree of independence and act as the key source of financial well-being of educational organizations. However, at the same time they impose rigid administrative framework on these organizations. Such frameworks include: reducing and merging educational organizations, performing various monitoring indicators, rating educational organizations, raising requirements for the procedure of state accreditation

of educational programs, achieving financial indicators, including those related to wages, increasing requirements for the quality of education and applicants, taking into account market demands when training, etc.

Obviously, all these measures change the educational landscape of the Russian Federation and put educational institutions of higher education in the need to develop new strategic initiatives.

Moreover, one can add increased competition for resources and consumers of educational services, especially taking into account the influence of the demographic situation and the gradual reorientation of school graduates from higher education to secondary vocational education. All this raises the question of transition from a certain model of strategic development of the educational organization “we as all” to the model of a “varied strategy” aimed at creating certain uniqueness (difference) in an educational organization.

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