



Valery Kovalevsky
D.Sc. (Medical Science), Professor, Acting Rector,
Krasnoyarsk State Pedagogical University
named after V. P. Astafiev, Russia
89 Ada Lebedeva Str., Krasnoyarsk, 660049, Russia
kspu@kspu.ru

UDC 378,095



Vladimir Kirko
D.Sc. (Physical and Mathematical Sciences), Professor,
Vice-Rector for Development, Krasnoyarsk State
Pedagogical University named after V. P. Astafiev, Russia;
Professor, Siberian Federal University, Russia
79 Svobodny Ave, Krasnoyarsk, 660041, Russia
director.nifti@mail.ru

STRATEGIC BASES OF REGIONAL UNIVERSITY'S MODERN ECONOMIC MODEL

Abstract. *Introduction.* Economic models of modern regional universities are determined by changes in the global markets of educational services. Russian universities are experiencing crises of higher educational institutions, characteristic to post-Soviet educational space. *Purpose* of the study is to reveal underlying trends and modern possibilities of Russian regional universities' competitiveness enhancement (on example of Krasnoyarsk Region). *Results.* In 2010-2014, in the course of grant research of Krasnoyarsk State Pedagogical University named after V. P. Astafiev, 93 expert interviews were conducted with representatives of legislative and executive authorities, administration of regional universities, representatives of professorial and teaching staff, students, public organizations, including trade unions, and also recognized experts in the sphere of educational policy. The interpretation of the results is presented in this article. Most experts believe that the main strategic alternative for the universities in post-Soviet space is the following: 1) to acknowledge that raw material economy does not need a big amount of well-educated people and recognize the current crisis condition of post-Soviet universities as unavoidable and long-term; 2) profound inner transformation of universities, giving a head start to strategies aimed at overcoming degradation processes, connected with imitation of university activity, orientation towards cognitive society, including the local one. It is assumed that each regional university will implement one of the two strategies independently. In a short period of time, during 5-10 years, it will become clear, which of the two alternative strategies will dominate in a particular regional educational cluster. *Conclusions.* There is a need for radical changes to existing management strategies at Russian universities. Unacceptable internal strategy falsifies educational and scientific activities. Global transformations are forcing modern regional Russian universities to choose economic models that increase competitiveness in conditions of crisis and increased competition. Post-Soviet space of higher education in the near future will change radically.

Keywords: Economic Model; Regional University; Strategy; Management; Krasnoyarsk Region.

JEL Classification: A29; H52; I20; I21; I28

В. А. Ковалевский

доктор медицинских наук, профессор, и.о. ректора,
Красноярский государственный педагогический университет имени В. П. Астафьева, Россия

В. И. Кирко

доктор физико-математических наук, профессор, заместитель проректора по развитию,
Красноярский государственный педагогический университет имени В. П. Астафьева, Россия;
профессор кафедры рекламы и социально-культурной деятельности, Сибирский федеральный университет, Россия

СТРАТЕГИЧЕСКИЕ ОСНОВЫ СОВРЕМЕННОЙ ЭКОНОМИЧЕСКОЙ МОДЕЛИ РЕГИОНАЛЬНОГО УНИВЕРСИТЕТА

Аннотация. Экономические модели современных региональных университетов определяются изменениями на глобальном рынке образовательных услуг. Российские университеты переживают кризисы, характерные для высших учебных заведений постсоветского образовательного пространства. Цель исследования – выявление базовых тенденций, а также современных возможностей для увеличения конкурентоспособности регионального российского университета (на примере университета Красноярского края). Основные методы исследования – опрос экспертов, обработка статистической информации, анализ современных концепций в области стратегического управления университетами, интерпретация полученных результатов. Авторы обосновывают необходимость радикального изменения существующих стратегий управления российскими университетами для устранения фальсификации образовательной и научной деятельности и повышения конкурентоспособности в условиях кризиса и ужесточения конкуренции.

Ключевые слова: экономическая модель; региональный университет; стратегия; управление; Красноярский край.

Ковалевський В. А.

доктор медичних наук, професор, в.о. ректора,
Красноярський державний педагогічний університет імені В. П. Астаф'єва, Росія

Кірко В. І.

доктор фізико-математичних наук, професор, заступник проректора з розвитку,
Красноярський державний педагогічний університет імені В. П. Астаф'єва, Росія;
професор кафедри реклами та соціально-культурної діяльності, Сибірський федеральний університет, Росія

СТРАТЕГІЧНІ ОСНОВИ СУЧАСНОЇ ЕКОНОМІЧНОЇ МОДЕЛІ РЕГІОНАЛЬНОГО УНІВЕРСИТЕТУ

Анотація. Економічні моделі сучасних регіональних університетів визначаються змінами на глобальному ринку освітніх послуг. Російські університети переживають кризи, характерні для вищих навчальних закладів пострадянського освітнього простору. Мета дослідження – виявлення базових тенденцій, а також сучасних можливостей для підвищення конкурентоспроможності регіонального російського університету (на прикладі університету Красноярського краю). Основні методи дослідження – опитування експертів, обробка статистичної інформації, аналіз сучасних концепцій у галузі стратегічного управління університетами, інтерпретація отриманих результатів. Автори обґрунтовують необхідність радикальної зміни нинішніх стратегій управління російськими університетами для запобігання фальсифікації освітньої та наукової діяльності й підвищення конкурентоспроможності в умовах кризи і посилення конкуренції.

Ключові слова: економічна модель; регіональний університет; стратегія; управління; Красноярський край.

1. Introduction

Post-Soviet space of higher professional education is undergoing a number of crises which are aggravating because of overlapping of international and regional problems. Global transformations, which the modern society is going through, have local specifics, determined by socio-cultural factors, cultural history of social actors [1, 2, 3, 4]. Modern universities are turning into the main subject of transformations, the subject of entrepreneurship of a new kind [5]. Universities are expected to organize a new dialogue between the state and society. The main directions of transformation are democratization, justice, efficiency and flexibility in response. Economy of the modern university is determined by various factors, including global transformations, which create highly competitive educational environment. Are the universities working in post-Soviet space ready to meet the global challenges? What changes are necessary in a particular Russian university for it to correspond to new social needs in education?

2. Brief Literature Review

Modernization of universities working in post-Soviet space is taking place in the situation of doubling of several global and local crises. The problems of adequate response of the modern Russian university to these challenges are actively discussed both in international and in regional context [6, 7, 8]. M. Barber, K. Donnely, and S. Rizvi (2013) [9] compare the changes in educational system of higher education with «avalanche». In their most important article «An avalanche is coming. Higher education and the revolution ahead» they point out that the basic process, predetermining the activity of universities in the coming decades is competition for resources, for students, for rightful place in the system of modern social institutions. Traditional universities have lost their monopoly for giving diplomas and for quality and effective education.

One of the main issues of economic activity of modern universities is the rapidly growing cost of education while it is unclear how it should relate to quality of education. Should national policies support universities acting in global space? What should be optimal financing of global universities by the state? What will be the government, university and society expenditure on modernization of present day universities? The authors believe that in the nearest future specialized universities will appear which will fulfill a special-need local educational task. They also forecast division of universities into:

- 1) elite universities;
- 2) mass universities;
- 3) niche universities;
- 4) local universities;
- 5) universities with the strategy of «lifelong education».

New socio-economic functions of universities in the context of common good and positive social values are actively being discussed. For example, Nussbaum believes that democratization of society is impossible without Socratic Method of education, existing in humanitarian education. Transition to fair distribution of common good, according to some authors, directly depends on the degree of presence in society of people with humanitarian education [10, 11, 12].

The most significant global transformation of the present day university, according to G. C. Van Dusen (2014) and some other experts, is transition to «virtual campus», when electronic education will become the main educational technology, which will necessitate radical changes of management strategies [13, 14]. Perhaps, the attitude to assessment of modern students will need to be changed, new technologies of interaction and assessment will be necessary [15, 16]. The necessity and unmanageability of institutional reforms of higher education in Russia are registered by A. G. Kislov and O. V. Shmurygina (2013) [17]. According to V. A. Kovalevskiy and O. A. Karlova (2014) [18], new requirements of the current democratization of education, combining accessibility and quality, is a new challenge for administration of the university.

Therefore, paradigm changes of the socio-economic model of the present-day university are pointed out by all researchers. Universities in post-Soviet space have increased risks related to their modernization, which are connected with internal econo-

mic and political situations. Internal research programmes are necessary for every university which wants to hold its position in global and regional competitive struggle for markets of educational services. In this connection, it is necessary to evaluate the concrete challenges and risks, faced by a regional university, whose activity requires special management strategies. The possible conceptual solution to this task is presented in this research.

3. Purpose

To reveal underlying trends and modern possibilities in higher education and to enhance the competitiveness of Russian regional university (on example of Krasnoyarsk region).

4. Results

Starting from 2012, a comprehensive monitoring of efficiency of universities has been conducted in all the regions of the Russian Federation. For the present research, statistical data, necessary for estimation of efficiency of a particular regional pedagogical university in the city of Krasnoyarsk, were collected and analyzed [19]. In 2010-2014, in the course of grant research of Krasnoyarsk State Pedagogical University named after V. P. Astafiev (further in the text – KSPU), expert interviews with representatives of legislative and executive authorities, administration of regional universities, representatives of professorial and teaching staff, students, public organizations, including trade unions, and also recognized experts in the sphere of educational policy were conducted. All in all, 93 expert interviews were conducted; the interpretation of their results is presented in this article.

The main feature of socio-economic background in which modern Russian universities are working is dramatic reduction of highly-technological industries, which happened in the 1990s, resulting in the excessiveness of Russian system of higher professional education, which had been created by that time, which was aimed at training workers for medium-technological and highly-technological industries. Pedagogical universities, whose mission is training teachers for secondary schools, experienced in that period lowering in the status of the profession of a teacher, and, consequently, reduction in the quality of all resources, including human capital of applicants, students and high school teachers. At the same time, these universities entered global information postindustrial space, where they found themselves competing not only inside their own country, but also in international market of educational services, where, besides traditional western actors, new Asian ones appear nowadays in India, China, The Republic of Korea, and Singapore. Postindustrial system of new Russian society is oriented not only to raw material industry, but also to service sector. The change in the paradigm of school education has set new objectives to pedagogical universities in the crisis conditions of chronic under-financing, proletarianisation of labour of high school teachers, changing attitudes and values of the society, inevitable information global revolution, necessitating updating of classic educational technologies.

Most experts believe that the main strategic alternative for the universities in the post-Soviet space is the following:

1) to acknowledge that raw material economy does not need a big amount of well-educated people and recognize the current crisis condition of the post-Soviet universities as unavoidable and long-term;

2) profound inner transformation of universities, giving a head start to strategies aimed at overcoming degradation processes, connected with imitation of university activity [20], orientation towards cognitive society, including the local one.

It is assumed that each regional university will implement one of the two strategies independently. In a short period of time, during 5-10 years, it will become clear, which of the two alternative strategies will become dominant in this or that particular regional educational cluster.

Table shows the initial data for choosing management strategies for a particular pedagogical university by the example of KSPU. The model of this university can be characterized according to two parameters (in terms of M. Barber, K. Donnely, S. Rizvi) as: 1) «niche university», having pronounced humanitarian pedagogic-technological specifics, whose curriculum

Table: Economic indicators of activity of KSPU in 2014

№	Indicator name	Unit of measure	Indicator value
1	The total number of students studying in undergraduate specialties, master, including:	people	7 045
1.1	full-time education	people	3615
1.2	for part-time (evening) form of education	people	3362
1.3	by extramural studies	people	68
2	Average point of USE students accepted to study at undergraduate and specialties, in all forms of education	point	62,9
3	The total number of employees of educational institutions	people	1038
4	The total number of professors and teachers	people	483
5	The total area of buildings (premises)	square meters	77162

Source: Ministry of Education and Science of the Russian Federation [19]

includes a lot of disciplines of humanitarian and pedagogic sphere; possibility to receive high quality education from the best regional specialists in the sphere of pedagogy is the unique offer of the university, supplemented by the possibility of on-line education and distance learning; 2) «local» university which responds flexibly to the demands of constantly changing regional economy, providing residents of the region with the opportunity to continually update their skills, increasing their professional and social competitiveness.

Experts, belonging to professional university community, believe that the principal obstacle for implementation of any prospective educational models, the main factor, increasing the danger of degradation of university community is imitation and falsification of educational process, its results. One of the main social objectives, according to the experts, is the reasonable correlation between cost of educational services and their quality. The possible strategies here are the strategies of diversification: creation of modern forms of consulting services (in the situation of deteriorating quality of traditional secondary education); offering new unique specialties, realized only in this university; production of intellectual products based on intellectual property of the university.

Experts, belonging to the sphere of power and business, express their pessimism, connected with the fact that in the nearest future diversification of the economy, its independence from raw-material industry is extremely problematic because of world economic crisis. The experts see the way out of the situation in creation of special internal educational environment, where only students can form a new social order for education, oriented towards the image of the future, to creation of scientific and ideological worldview, adequate to this image.

5. Conclusions

Global transformations, which earlier changed banking and financial spheres and communications, are at present influencing educational sphere, in particular, modern universities. Post-Soviet educational space is undergoing certain crisis moments, connected with the necessity of an adequate response to the challenges of global transformations, on the one hand, and entering the phase of extensive institutional changes, on the other. The quality of human capital, provided by modern universities is in direct dependence on the adequacy of educational process to the needs of constantly changing society. Rapid social changes will cause profound qualitative changes in the system of higher professional education in the nearest future.

Economic processes, determining the image of the modern university, – increasing cost of education all over the world, decreasing value of the diploma as such, increasing competition in global educational space, world economic crisis, general availability of information, termination of monopoly on giving diplomas, certifying the status of education and others – have their own socio-cultural specifics in post-Soviet space. Modernization of socio-economic development involves maximal use of social and cultural capital, while avoiding standard typical scenarios, identical for each particular society. Modern Russian universities have to solve two fundamental tasks at the same time: carry out institutional transformations 1) which are adequate to the global challenges, 2) which correspond to the specific way of modernization of Russian society.

The negative factor Russian universities of present days are the strategy of «imitation» of university activity, which can be overcome with the help of systemic interuniversity reform in the context of wide modernization scenario, institutional democratic transformations.

By the example of activity of Krasnoyarsk State Pedagogical University named after V. P. Astafiev, the bifurcation state of the modern socio-humanitarian university can be registered. Quality of administration, quality of human capital of professorial and teaching staff and general public, as well as life-long education receiving, will determine the fundamental scenario of modernization of the university, secure its real status in regional educational practices, and help to find a specific niche at the market of educational services, for which it will be possible to create a unique offer.

References

- Mandernach, B. J., Radda, H., Greenberger, S., & Forrest, K. (2015). Challenging the Status Quo: The Influence of Proprietary Learning Institutions on the Shifting Landscape of Higher Education. *Transformative Perspectives and Processes in Higher Education* (pp. 31-48). Springer International Publishing.
- Seginer, R., & Lens, W. (2015). The Motivational Properties of Future Time Perspective Future Orientation: Different Approaches, Different Cultures. *Time Perspective Theory; Review, Research and Application* (pp. 287-304). Springer International Publishing.
- Boschki, R. (2015). Gender, religion and education in a chaotic postmodern world. *British Journal of Religious Education*, 37(1), 105-108.
- Kember, D., & Gow, L. Y. N. (1990). Cultural specificity of approaches to study. *British Journal of Educational Psychology*, 60(3), 356-363.
- Slaughter, S., & Leslie, L. L. (1997). *Academic capitalism: Politics, policies, and the entrepreneurial university*. The Johns Hopkins University Press.
- Krucken, G., & Kosmutzky, A. (2007). *Towards a multiversity? Universities between global trends and national traditions*. Bielefeld: transcript, 108-131.
- Marginson, S. (2014). Russian science and higher education in the context of globalization. *Voprosy obrazovaniya (Educational Issues)*, 4, 8-35 (in Russ.).
- Kovalevsky, V. A., Kirko, V. I., Malakhova, E. V., & Vasilyev, E. A. (2014). Implementation of Distance Educational Process under Conditions of Remote Settlement with Limited Access to High Speed Internet Network. *Journal of Siberian Federal University. Humanities & Social Sciences*, 7(12), 2034-2041.
- Barber, M., Donnelly, K., & Rizvi, S. (2013, March). *An avalanche is coming. Higher education and the revolution ahead*. London: The Institute for Public Policy Research.
- Nussbaum, M. (2014). *Not for Profit: Why Democracy needs the humanities*. Moscow: Higher School of Economics PH (in Russ.).
- Koptseva, N. P. (2007). Integration of liberal education in the Siberian Federal University. *Vysshee obrazovanie segodnya (Higher Education Today)*, 4, 6-8 (in Russ.).
- Koptseva, N. P. (2011). Formation of the Model of a New-Generation Specialist for the Sphere of Culture and Arts (Expert Seminar dated 29.06.2010). *Journal of Siberian Federal University. Humanities & Social Sciences*, 3(4), 426-465.
- Van Dusen, G. C. (2014). The Virtual Campus: Technology and Reform in Higher Education. *ASHE-ERIC Higher Education Report*, 25(5).
- Kirko, V. I., Pack, N. I., & Malakhova, E. V. (2014). Education for the future: new strategies of distance education for the Universities of Eastern Siberia. *Turkish Online Journal of Distance Education*, 15(1), 23-32.
- Barnes, T., Pashby, I., & Gibbons, A. (2002). Effective University – Industry Interaction: A Multi-case Evaluation of Collaborative R&D Projects. *European Management Journal*, 20(3), 272-285.
- Yu, D., Han, B., & Li, D. (2015). Simulation and Evaluation of Guiding Sign in Railway Station Based on Man-Environment Interaction. *LJSS 2013* (pp. 565-572). Springer Berlin Heidelberg.
- Kislov, A. G., & Shmurygina, O. V. (2013). Forthcoming Plans for Institutional Transformation of Russian Higher Education. *Journal of Siberian Federal University. Humanities & Social Sciences*, 3(6), 438-454.
- Kovalevsky, V. A. & Karlova, O. (2014). Direction of access to quality education and upbringing of children in Krasnoyarsk region. *Vestnik KSPU (Bulletin of the Krasnoyarsk State Pedagogical University)*, 2(28), 6-17.
- Ministry of Education and Science of the Russian Federation (2014). *Monitoring the effectiveness of higher education institutions in Russia*. Retrieved from <http://miccedu.ru/monitoring/> (in Russ.).
- Bok, D. (2009). *Universities in the marketplace: The commercialization of higher education*. Princeton University Press.

Received 20.12.2014

References (in language original)

- Mandernach B. J. Challenging the Status Quo: The Influence of Proprietary Learning Institutions on the Shifting Landscape of Higher Education / B. J. Mandernach, H. Radda, S. Greenberger, K. Forrest // *Transformative Pers-*

- pectives and Processes in Higher Education. – Springer International Publishing, 2015. – P. 31–48.
2. Seginer R. The Motivational Properties of Future Time Perspective Future Orientation: Different Approaches, Different Cultures / R. Seginer, W. Lens // Time Perspective Theory: Review, Research and Application. – Springer International Publishing, 2015. – P. 287–304.
3. Gross Z. Gender, religion and education in a chaotic postmodern world / Z. Gross, L. Davies, A. K. Diab. – Dordrecht : Springer, 2013. – P. 1–17.
4. Kember D. Cultural specificity of approaches to study / D. Kember, L. Y. N. Gow // British Journal of Educational Psychology. – 1990. – Vol. 60. – No 3. – P. 356–363.
5. Slaughter S. Academic capitalism: Politics, policies, and the entrepreneurial university / S. Slaughter, L. L. Leslie. – The Johns Hopkins University Press, 1997.
6. Krucken G. Towards a multiversity? Universities between global trends and national traditions / G. Krucken, A. Kosmützky. – Bielefeld : transcript, 2007. – P. 108–131.
7. Марджинсон С. Российские наука и высшее образование в условиях глобализации / С. Марджинсон // Вопросы образования. – 2014. – № 4. – С. 8–35.
8. Kovalevsky V. A. Implementation of Distance Educational Process under Conditions of Remote Settlement with Limited Access to High Speed Internet Network / V. A. Kovalevsky, V. I. Kirko, E. V. Malakhova, E. A. Vasiliev // Journal of Siberian Federal University. Humanities & Social Sciences. – 2014. – Vol. 7. – No 12. – P. 2034–2041.
9. Barber M. An avalanche is coming. Higher education and the revolution ahead / M. Barber, K. Donnelly, S. Rizvi. – London: The Institute for Public Policy Research, 2013.
10. Нуссбаум М. Не ради прибыли: зачем демократии нужны гуманитарные науки / М. Нуссбаум. – М. : Изд. дом Высшей школы экономики, 2014. – 192 с.
11. Копцева Н. П. Интеграция гуманитарного образования в Сибирском федеральном университете / Н. П. Копцева // Высшее образование сегодня. – 2007. – № 4. – С. 6–8.
12. Koptseva N. P. Formation of the Model of a New-Generation Specialist for the Sphere of Culture and Arts (Expert Seminar dated 29.06.2010) // Journal of Siberian Federal University. Humanities & Social Sciences. – 2011. – Vol. 3. – No 4. – P. 426–465.
13. Van Dusen G. C. The Virtual Campus: Technology and Reform in Higher Education / G. C. Van Dusen // ASHE-ERIC Higher Education Report. – 2014. – Vol. 25. – No. 5.
14. Kirko V. I. Education for the future: new strategies of distance education for the Universities of Eastern Siberia / V. I. Kirko, N. I. Pack, E. V. Malakhova // Turkish Online Journal of Distance Education. – 2014. – Vol. 15. – No 1. – P. 23–32.
15. Barnes T. Effective University–Industry Interaction: A Multi-case Evaluation of Collaborative R&D Projects / T. Barnes, I. Pashby, A. Gibbons // European Management Journal. – 2002. – Vol. 20. – No 3. – P. 272–285.
16. Yu D. Simulation and Evaluation of Guiding Sign in Railway Station Based on Man-Environment Interaction / D. Yu, B. Han, & D. Li // LISS 2013. – Springer Berlin Heidelberg, 2015. – P. 565–572.
17. Kislov A. G. Forthcoming Plans for Institutional Transformation of Russian Higher Education / A. G. Kislov, O. V. Shmurygina // Journal of Siberian Federal University. Humanities & Social Sciences. – 2013. – Vol. 6. – No 3. – P. 438–454.
18. Ковалевский В. А. Направления развития доступности качественного обучения и воспитания детей Красноярского края / В. А. Ковалевский, О. А. Карлова // Вестник Красноярского государственного педагогического университета имени В. П. Астафьева. – 2014. – № 2 (28). – С. 6–17.
19. Мониторинг эффективности высших учебных заведений в России [Электронный ресурс] / Главный информационно-вычислительный центр федерального агентства по образованию РФ. – 2014. – Режим доступа : <http://miccedu.ru/monitoring/>
20. Bok, D. Universities in the marketplace: The commercialization of higher education / D. Bok. – Princeton University Press, 2009. – 256 p.

Статья поступила в редакцию 20.12.2014

Dear Colleagues!

We would like to inform you that Ukrainian Research Journal Economic Annals-XXI has been included into one of the world most influential database **Scopus** (The Netherlands).

Economic Annals-XXI in Title List Scopus:

<http://www.elsevier.com/online-tools/scopus/content-overview#>

The profile page:

<http://www.scopus.com/source/sourceInfo.url?sourceld=21100258815&origin=resultlist>

At the moment, Economic Annals-XXI is represented in seven leading international indexation bases:

- 1) Scopus, The Netherlands
- 2) EBSCOhost, The USA
- 3) Index Copernicus, Poland
- 4) Ulrich's Periodicals Directory, Great Britain, The USA
- 5) Central and Eastern European Online Library (C.E.E.O.L.), Germany
- 6) InfoBase Index, India
- 7) Russian Index of Science Citation (RISC), Russia

Now you have an opportunity to publish your articles in the Ukrainian journal recognized by the world community!

Information for authors! Taking into account high standards of international indexation bases and growing amount of articles applied for publication in Economic Annals-XXI, the priority will be given to articles that have high academic level, include substantiated author's proposals, are prepared in English and fully meet the requirements for publications placed at our website: <http://soskin.info/en/material/1/authors-information.html>

With deep respect,
Dr. Antonina Matviychuk,
 Executive Director of Institute of Society Transformation (Ukraine),
 Editor-in-Chief of Economic Annals-XXI
antonina_matviychuk@i.ua

Subscribe THE ECONOMIC ANNALS-XXI for 2015!

Both paper and electronic versions are available.