Rankings as Tool of Competitiveness and Modernization of the Russian Higher Education System

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Abstract: Article is devoted to the new conditions for the development of society characterized by the reconstruction of the course of higher education by increasing the competitiveness of Russian universities in the world scientific and educational space. A characteristic feature of modern development is the transition to a new stage of the formation of an innovative society, to build an economy based on the generation, distribution, transfer and use of knowledge. Ability to adapt capacity to the constantly changing environment is becoming the leading trend, the main source of material prosperity of civil society. And university rankings as indicators and tools of the competitiveness of universities certainly play an increasingly important role in the interaction of universities, businesses and states in the global educational space.

Key words: Enhancing competitiveness ranking · University rankings · World educational market · Strategy of development · Project "5-100-2020"

INTRODUCTION

The world has enough of any criteria and indicators to judge the development of a country, but to see the perspective necessary to pay more attention to the fundamental sources of development and primarily education. Without education is a meaningless argument about human capital. In the 21st century people need to get new skills, knowledge and skills than in the past and that the modern education system must meet these requirements. Society as a whole must be in need of educated people. Therefore, the Government of the Russian Federation considers the creation and support of the competitive universities in the world at one of the strategic priorities for our country and a national security issue [1]. Globalization of Higher Education is the most important part of the global innovation economy. And educational and research functions of universities is increasingly becoming a critical link in global innovation linkages [2]. Today, the effectiveness of the integration of education, science and business to a large extent depend on the prospects for socio-economic development, competitiveness and effectiveness of responses to the new challenges of the global economy. Global recognition is becoming increasingly important for universities around the world; they compete on the global market of higher education. First of all, this recognition is manifested in the position of leading universities in the world rankings. Currently, global university rankings are a powerful tool for ranking educational institution in the world educational space. Universities included in the list of the top-500 receive financial support from the state and business structures, attract the best teachers and professors from around the world. Realizing this May 7, 2012 Russian President Vladimir Putin has set the task of the academic community in 2020 to bring at least five Russian universities in the top-100 of world's leading universities, so-called a new project "5-100-2020". In order to determine the main directions of activity of any university to improve their competitiveness and breakthrough mechanisms to improve its position in the international rankings, you need to have a brief analysis of the current situation in the field of making the world rankings of universities.

Main Part: Subject of rankings recently gained immense popularity. Today rankings built around a kind of business. This, of course, not talking about what they are
sourcing the place. Due to successful rankings advertised universities attract the best professors, the strongest prospective students. We can cite as an example Shanghai University. Unfortunately, none of us could think of winners and recalculate cited scientists in high school and on the basis of these data to build your ranking. And it is possible in China. Around Shanghai rankings already established cooperation of scientists, published articles, published monographs, annual conferences and academic community of the world plunged into this perspective. We analyze the risks of such activities as rankings. All of them, at least three of the most recognized ARWU, QS and Times Higher Education, focused on studies on the evaluation of research universities. These institutions by rankings fight for more research budgets, contracts, grants to public or private programs. If the university is in a good position in the world rankings, you may qualify for additional funding from the budget. And if it is done as opposed to educational activities, education itself will suffer. Often it turns into a virtual plane, increasing the slope is on remote technology and the usual classroom training virtually ceased to exist. No coincidence that the EU launched its project "U-multirank". He felt that with the global rankings something wrong, do not all move toward to build an entirely new model estimates universities post-Soviet space. And with regard to the BRICS countries we cannot forget about the classical education. Attempts could be expanded methodology and procedures for selecting experts and then potential of universities, which is considered one of the main indicators. Also significant indicator is the data from all universities of countries covered. Methodology of rating similar to the existing method of assessment of world universities QS, with many years of experience in creating global ranking of universities (QS World Universities Rankings, www.topuniversities.com) and regional rankings of universities (QS University Rankings: Asia, QS University Rankings: Latin America). The technique itself is compiling rankings of universities of the CIS countries, Georgia, Latvia, Lithuania and Estonia and the BRICS group is designed with the main approaches agency QS, although originally intended to make variations and possibilities for further departure from the QS methodology so that the Russian version became independent, but not simple deductible. Role of QS is to promote the possibilities of the world rankings in the public, academic spaces. Partnership with QS course imposes certain restrictions, so different from the existing new rating will be little, but these limitations are due to the fact that it is very difficult to quickly gather reliable, transparent and comprehensive information on the activities of universities, especially on the activities of higher education institutions in the territory of the former USSR. If this project will be a few years it will be possible to build an entirely new model estimates universities post-Soviet space. And with regard to the BRICS countries could be expanded methodology and procedures for evaluating QS, somehow enrich them. Until now, the agency itself has not been satisfied the qualitative and quantitative characteristics of its academic panel and the panel of recruiters and employers. Extremely it is difficult to motivate our academic community and the more employers to participate in polls and reputational measurements. There is hope that joint efforts will be able to still extend these panels and primarily to the presence of academic communities of the Russian Federation, Ukraine, Belarus, Kazakhstan and the Baltic countries. Then the global world ranking QS a new quality will be presented more or less balanced expert model.

This year, 2013, Russia began to build a national ranking of universities. Also it was decided to establish two international ranking: post-Soviet countries and the countries of the BRICS. Interfax won the competition and at the end of the year will provide the CIS University Ranking. Also during the 5th Summit of the BRICS countries, which took place in March 2013, the Ministry of Education initiated the creation of the world ranking of universities in Brazil, Russia, India, China and South Africa. The task before the Interfax quite ambitious is the creation of the Berlin principles, the key rules of any international academic ranking, but would accept and recognizable worldwide. Forming the basis for the ranking taken criteria is recommended by leading universities of Russia Ministry of Education and Science in the fall of 2012. [4] These criteria were grouped into three groups: educational activities, research and international and then aggregated for categorical most accurate collection of
internationalization, where we have not good positions now in comparison with foreign universities. If universities have begun to actively participate in all international conferences on education, strong on the share of foreign students have been able to accredit educational programs in several international agencies, invite famous foreign professors, we can hope to make 2020 a great leap individual indicators, which are accounted for in rankings. Get in the rankings it means first of all to overcome our provincialism of Russian education, give cheerfulness to universities, to strengthen competition between them. If such targets, then it is possible within the next 5 years to intensify competition between institutions. Most likely, the Ministry of Education and Science will still focus on the creation of their own, the Russian versions of the international ranking of universities. But not only Russia unhappy with the current models of rankings, which are mainly evaluated research activities of universities; it is also France and Germany. It is generally accepted that institutions established for education and it is necessary to evaluate educational achievement, the quality of education. But the problem is that no one can clearly explain what measure of "quality education." [5] We are interested in a single educational space that would provide high-quality training of young cadres, at the forefront of higher education delivered to improve its quality. Therefore, the Ministry of Education and Science Minister outlined the main trends in education. This is primarily the quality of education at all levels, optimization of the network of universities, joining the rankings of the best universities in the world and the development of research universities. What are the real chances of 15 universities participating in the project "5-100-2020" to 2020 to get into the top-100 and what ranking they can quickly consolidate its leading position. The most popular international rankings (QS, THE and ARWU) focused on two properties of the university: science and popular brand. Of the 21 thousand sources that fall within the field of view of the most popular system for monitoring scientific publications SCOPUS over 6000 from USA and only about 200 from Russia [6].

We analyze the indicators that will interfere with Russian universities in the promotion in the world rankings. The first is the lack of publications and citations in international journals. It's difficult to do anything and quickly make the leap; we need a systematic, tedious job of writing articles, placing them in refereed journals. In this case, it is necessary, of course, encourage publication activity of university staff, their participation in international conferences, development of academic mobility and need constant contact with international researchers, in collaboration invite them to write articles, participate in collaborative research [7].

One of the main mechanisms for promoting higher education institutions in the rankings is to integrate the resources, talents and motivated young people aimed at the result. Log in this kind of world scientific and educational society, which creates recognized universities of the world. International practice shows the increase of competitiveness, it is necessary to create a set of strategic initiatives of the world's leading centers, although it is not the fruit of a large but close-knit team. How to answer the perennial question: whether Russian universities will in "5-100-2020"? To do this, we must initially determine ourselves what we want to measure how on that claim etc. The first thing is to consider universities as centers of education, research and achievements, but forget that universities, it is also a center of culture, traditions and mentality of the country. Rankings should be all-embraced, extensive and different. Maybe better not to build universities in one line, but group them into specific areas.

If we consider the university as a world-class university, which has a concentration of talent and management of resources, to attract talent uniquely required rankings. But we need to offer something unique, based on, for example, a particular region, while regional rankings restrict universities, such as the CIS, Eastern Europe or the BRICS. This will allow the company to synchronize approaches to assessing the quality of universities. We believe that the geographical connection citation, network, the number of foreign students, etc. will enrich each other, encourage universities to global co-operation and help them enter the world educational space. You can talk about the Foresight, when we engage in the process of creating the future of those in the future most interested. And the question here is solely for complex modeling of those key factors and forces that influence on the future. Education is primary and such it exists in the world, that’s why we can talk about any kind of national models, only understanding global trends. And today we can say it is about global trends. We believe that only by making a qualitative analysis of the world, we have the right to talk about national. Not understanding the general weather in the world, it is impossible to build a forecast for the territory of a single country. In systems such as education, shearing, but similar processes began to occur. Education today is becoming global [8]. We analyze the criteria that define today start to search for a new model of education:
Calling the Internet and digital technology enables the emergence of new models of creation, preservation and transmission of knowledge.

Technological startups in education. Today, the leading venture capital funds in the world have recognized that online education is the “next big think”, than it was online commerce in the early 2000. This means that a new market for technology start-ups creates a new face of education in which there is no place traditional institutions, because it solves the same tasks faster and more efficiently.

Hyper competition and rapid development of industries. The global war for talent leads to the requirement for training formats, maximum flexibility and the development of above-professional competencies, training and superfast point competence. That is, cook 6 years specialist for a specific task is criminal. If one can prepare the same quality for 3 years, why keep it for 6 years. A number of new technologies allow doing it. In fact today, education becomes an asset, universities cost money, people are worth the money and now learn to invest in education and to do so is countable, to understand what is the impact of money on each individual, which previously did not exist.

Call of the consumer society is a very serious challenge. The desire of the consumer society is to the relief of life and leads automatically to its reluctance to do something. If you can get the service by pressing a button, you cannot think about competence in something [9]. In fact, education today, it is the socio-designed to support the development process on the cycle of human life from birth to death. But not everything can be simulated virtually. Often it is necessary to and students were involved in the preparation of their knowledge in laboratories.

Ranking today is a tool that shows you exactly the quality of education. Yes, the rankings have many disadvantages. But let us note that in the world over the past 15 years much has happened: online education, knowledge transfer, etc. Therefore, we believe that we need both the national and regional rankings. For many universities around the world are not so important what place they occupy in the global rankings and it is important to place them in the national rankings of universities. Universities are not a plant for the production of robots; each graduate has their social status, their customs, etc. You can do research, but we should not forget about the level of training of graduates. Not necessary hysterics that we do not get into Shanghai ranking or QS. We are not exhausted, it is necessary to develop further. And certainly there should be support universities. In those same American universities corporations are investing heavily. In modern Russia, unlike in Western countries, educational and scientific organizations exist almost autonomously, why scientific authority of Russian higher education objectively falls. Domestic universities today basically reproduced the existing knowledge, but do not develop them. Effective interaction of science and education should provide the business structure with new knowledge and highly qualified personnel. Integration of education, science and business today is the most important factor for innovative development of the country. The need for a sharp increase in innovative activity is determined by the miserable situation of the Russian Federation in this area, compared to the position of world leader. We are in the initial stages of formation of the innovation system [10]. But we must all agree that the rankings stimulate any university, who respects himself. If the state will go the way of strategic development, we still cannot avoid the reform of education, development and promotion of higher education institutions.

CONCLUSION

Can rankings generally be objective? There are areas of activities are impossible to assess. Replaced by technology foresight comes the era of dominance of one technology ends and on account of links between education and commercialization remains to be seen. Education is most important, driven by population throughout life. And education itself should not have a practical character and the more commercialized. But the integration of education, science and business strengths in innovation clusters is another matter. Although Russia is one of the first places in the world in the number of scientists, scientific results in many areas is very depressing. Only about 0.3% of the world market of high technology products belongs to Russia. And this despite the leadership positions in the number of scientists. Tiny Singapore is innovative ahead of Russia, not to mention the leading countries. This is largely a consequence of the weak interaction between universities, government and business. In many countries, universities and other institutions of higher schools are a major source of knowledge, pledged itself to a different kind of innovation. The contribution of local educational organizations in providing innovative development of our country should increase significantly.
A strong education cannot live without rankings and first of all, there was no national. Different countries have built their approaches to improving the competitiveness of their universities. Society and the state gradually realized a new stage of its integration into the global system of universities. [11] And the realization of each state chooses its own. Russian universities to copy someone else's experience is wrong. We have to take the best features, best practices, while preserving their national identity of our universities and primarily involved in the project "5-100-2020". It is necessary to give universities autonomy in choosing breakthrough mechanisms for entry into the world's global rankings. Government and the Ministry of Education and Science of the Russian Federation should help the universities participating in the program not only financial resources, but also professional advice, methodological developments and regulations on those issues that are common to these schools. Need to exchange practices, the development of standard management decisions, invite expert groups, read, write and improve the impact factor of each other. In the future, a specific university can create a specific configuration of a set of typical examples and development for its promotion and competitiveness. [12] Each school must constantly analyze the environment in which it is at the moment, each strategy chosen should help them achieve this goal the university in 2020 and according to all Russian universities increase the global competitiveness to our universities can compete on the world level.

RESULTS

We believe that the project "5-100-2020" an excellent initiative that mobilizes universities, forcing them to take another look at yourself, to test their capabilities, determine what criteria are presented strongly and which require further development. We must proceed from the mission of the University and rankings should only help us in this. And world-class university, it is primarily that university graduates are recognizable in the world, the study of which is of interest at international conferences in most countries.

None of the rankings can be absolute, so you need a large number of rankings to choose the correct global rankings, which will in fact act as tools of universities and promotion of competitiveness of Russian universities in the world educational space. And we must begin to move now while there may not be across the board. We want to compete for the best students for the best jobs for graduates etc. So it is imperative to talk about them to the outside world. We must remember not only the resources, research, but also about promoting their own brand.

In the global market of educational services research and development of Russian universities have become centers of Russia's integration into international networks of knowledge and technology, training centers of the most talented graduates of Russian schools and foreign program competitive with the world's leading universities, international leader in the research and development; centers converting the results of fundamental and applied research in the modernization of the country; platforms forming alumni professionals international level etc.

Global ranking is an important tool for international marketing, attraction of foreign students, demands for fundamental and applied research, agreements on curating Russian teachers training practices and training, scientific works of foreign students in foreign universities.

REFERENCES


