

IMPROVING THE DEVELOPMENT MANAGEMENT PROCESS OF THE UNIVERSITIES: WAYS OF INTEGRATION INTO THE GLOBAL EDUCATION SPACE

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The basic in changes ranking of national universities in the global educational space were defined, the major directions for development of educational services and academic achievements to ensure growth in ranking were substantiated. Tools for creation of the complex management system of ranking were proposed.

INTRODUCTION

Modern trends in educational space, integration processes that occur at all levels of the economy and cover almost all areas of human activity necessitates consideration of university development strategy in the context of global education space, free movement of students and graduates, faculty, etc. In this case, particular relevance should be paid to the issues of external evaluation of universities by experts, employers, academics, alumni and prospective students.

Today independent companies and authorized institutions form a lot of regional [8, 9] and global [10, 15-17] rankings. Notably, almost all of them aimed at assessing several aggregates, the composition of which varies depending on the purpose and direction of the rating. For example, the Academic Ranking of World Universities (ARWU) includes indicators related to research activity of the university faculty, including: the number of alumni and faculty – winners of the Nobel Prize or Fields Medal, the number of frequently cited researchers in 21 categories, the number of articles published in journals Nature or Science, citation indexes for natural and humanities sciences ISI, journals' indexes, university size [10].

Times Higher Education World University Rankings [17] covers 13 basic indicators combined into five categories: teaching (learning environment), international representation (in the process of teaching and learning of foreign faculties and students), industrial inventions and innovations, the volume of income, reputation by R&D and the level of quoting. By the way the last two positions obtain 60% of weight.

Another group of rankings, that should be noted especially, are based on the results of processing of Web requests, i.e. web-metric rankings, which recently gaining more and more in popularity [16]. Rapid development of the information technologies should motivate the universities to improve its position in these rankings and encourage them to be more open, transparent and mobile.

It can't be missed, that along with many supporters of Universities Rankings there are a lot of critics who substantiates the falsity of individual indicators and methods for their calculation [14], problems related to funding of such rankings, their representation and inadequate selection of indicators as well as engagement of results and recommendations [3].

However, the reality is that the rankings exist; they are shaped, monitored and used as a benchmark for the development and decision making. Accordingly, each university should strive to increase their positions in the respective rankings.

Thus, the purpose of this study is to identify the main trends in the changes of national rankings of universities in Ukraine and in the world education space, define the rational directions of development of educational services and academic achievement to ensure the growth of university ranking, and to select the tools to create a comprehensive ranking management system.

1. DETERMINING THE PROFILE OF DEVELOPMENT: BRAND VALUE VS. RANKING

Every year, the methodology of rankings forming is improved. In this respect, targeting of educational institutions on achieving certain indicators that form the ranking becomes an actual issue. Ellen Hazelkorn [12] notes that focus on global ratings are flawed strategy for educational

institutions. Is it really so? According to research by Interbrand [11, 13] brands of Harvard University and Stanford University value than respectively higher than Pepsi and Sony (Table 1).

Table 1

Brand value of universities in the Global Ranking of the Universities 2011

University	Brand value, USD billion	Rank of University			
		Academic Ranking of World Universities	World University Rankings 2011	QS World University Rankings	Webometrics
Harvard University	15,58	1	2	2	1
Stanford University	10,69	2	2	11	2
University of California, Berkeley	2,32	4	10	21	5
University of Cambridge	1,97	5	6	1	24
University of Oxford	1,47	10	3	5	36
<i>Information to compare</i>					
Pepsi	14,59				
Sony	9,88				
Harley-Davidson	3.51				

Source: Composed on the basis [10, 11, 13, 15-17]

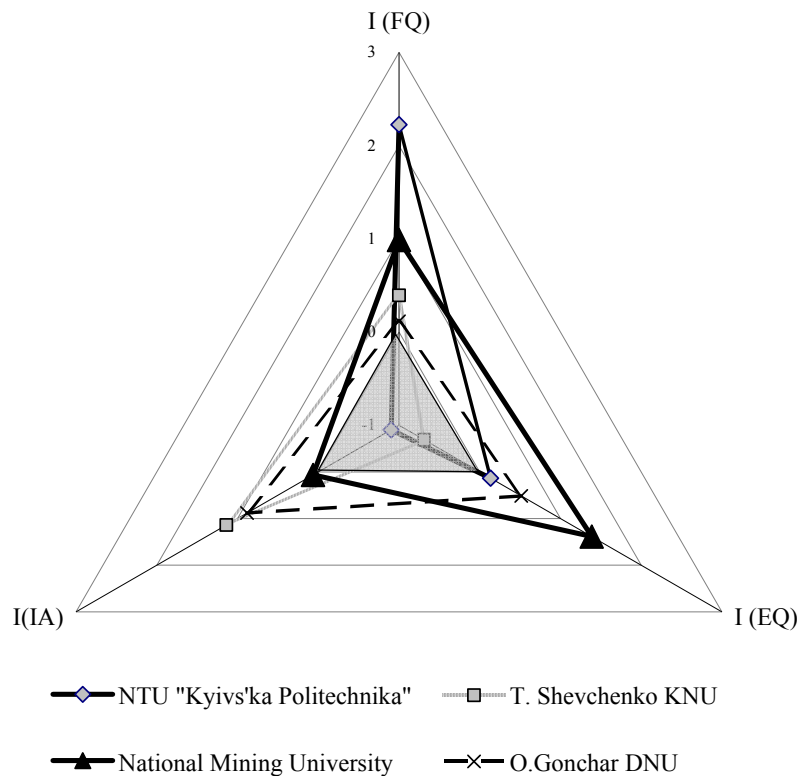
Why do these universities occupy the top positions in almost all rankings? Because they were focused on achievement of specific indexes in ranking, or because their efforts were directed on creation of successful brand in education for many years? Ranking – this is just a reflection of their success in key areas of building and developing a successful brand of the university. Understanding that a focus on achieving a certain position in the ranking is orientation on competitors, whereas focus on development of university's brand is orientation on consumers of education services is essential. More over, such approach is more appropriate to market conditions, because while fighting with competitors customers can be loosen. This is proved by centuries-old history of business.

University is a complex dynamic system that combines many elements that are in the relationship and interdependence. The effectiveness of the interaction of these elements defines the level of specific indicators of universities' performance that collectively appear in certain rankings.

In order to identify the main trends of development of National Mining University (Further NMU) the dynamics of defined indicators for 2010-2011 was analyzed. For comparing the priorities in development the leaders of the ranking in Ukraine (Taras Shevchenko Kyiv National University and National Technical University of Ukraine "Kyiv Polytechnic Institute") and regional competitor – O. Honchar Dnepropetrovsk National University were selected.

Investigation of the structure and parameters of UNESCO Ranking "TOP-200" [9] and their dynamics shows that in 2011 university selected for the analysis developed in several directions. So the key direction for NMU was to improve the quality of education, efforts of T. Shevchenko KNU and O. Honchar DNU were aimed at improving of the international recognition and NTU "KPI" - at improvement of quality of the faculty (Fig. 1).

However, calculations show that significant breakthroughs in one area were given by lowering the indices on the other. Accordingly, the increasing in position in the appropriate ranking and changes in values of the particular components may be considered as an indicator of balanced development. The corresponding disproportions in the development profile (Fig. 1), and especially getting changes in individual indicators in the below zero area, indicate imbalances in development and should be considered as a basis for further development and adjustment of the strategy of the university.



I(FQ) – index of quality of faculty
 I(EQ) – index of quality of education
 I(IA) – index of international activity

Fig. 1. Profiles of development of Universities by dynamics of ranking indexes in 2011 (UNESCO ranking for Ukraine «Top-200»)

Source: calculated by [9].

Monitoring the profile of development of the university allows identifying major shortcomings in the implementation of the strategy aimed at improving the ranking of university and tracking the trends of competitors, enabling more thoroughly develop its competitive strategy.

Based on management theory [2, 4], should also be emphasized that ensuring balanced development of any organization is the foundation for further sustainable growth. So, sustainable development requires adherence to certain standards and business rules, including the provision of educational services. Accordingly, sustainable development must be based on a common approach to corporate management of the university: corporate philosophy, corporate culture, corporate standards and so on. This causes the formation of corporate identity of the university, and therefore provides for the formation of perception of the university by external and internal stakeholders as a single coherent image, that is, in fact, the brand building.

2. BRAND-ORIENTED STRATEGY FOR THE STAKEHOLDERS

It should be noted that the process of successful brand building is a long-term process that can only be realized in a strategic perspective and quick results from the introduction of brand-oriented development strategy should not be expect [5, p 28-29]. The process of brand building should cover three main areas: pre-qualification, the experience of buying & using and permanent relationship & recommendations [5, p 106].

Adapting appropriate fields of the relations between brand and customers (entrants, students, their parents and employers, i.e. customers of educational services) to the peculiarities of the

university's performance development of the university's strategy should be focus on the fullest coverage of the entire spectrum of relations. Unfortunately today, most of universities in the battle for entrant practically ignore cooperation with experts, employers and alumni. According to experience of world's leading universities exactly alumni and employers create a certain image of the university and in many cases their opinion is the best recommendation for universities in attracting new students. So, exactly to satisfaction of the interests and wishes of these target groups of the stakeholders the attention should be paid in creating the strategy and positioning of the university in the education market.

The current trends of rapid development of the IT-technologies requires universities to activate use of tools of direct impact on stakeholders and to provide transfer of information from client to client: PR and advertising, specialized exhibitions, presentations, websites and web banners [5], etc.

In this context, the construction of a brand-oriented development strategy of the university should provide creation and implementation of advertising campaigns aimed at institutionalization in the minds of customers (actual and prospective) of clear brand associations connected to the university with certain characteristics and properties, physical and emotional benefits. In addition, the promotion of education and R&D services provided by the university should be conducted not only as individual products, but also as components of the corporate brand of the university.

An important aspect of the initial stage of selection is to encourage communication between actual (students, employers, alumni) and prospective (entrants, their parents, prospective employers) customers of educational services. In this case it is necessary to use modern technologies to deliver information: web forums, web conferences, social networks activity, on-line consultation (including by Skype). The last one is extremely important during the entrance campaign.

Analysis of the content and structure of sites of the most successful world university indicates that information that represents the activity of the university directed on creation of the best possible image of their students features (meetings with prominent individuals involved in the international projects, the top news and the main achievements on the global and regional level), providing with opportunities for the best mastering the specialties selected by the students and by the university (libraries, museums, remote and on-line counseling, etc.) and taking part in the social activity of the university, creating new technologies, R & D etc. is on the top of charts. In other words, the web-site should emphasize the focus of all activities of the university on student, so on the consumer.

Forming a successful brand-focused strategy is impossible without research and ongoing monitoring experience with educational services of the university. In this respect, for active and effective supplying educational services a brand-book of the university should be created and implemented. It should contain a detailed description of the characteristics of the target audience of university, mission, vision, values, university brand concept, a clear description of the corporate identity of the university, including ideas and images, which reflect a brand of the university, the concept of brand promotion, i.e. advertising images, stories, internal communications concept.

For each educational program it is also necessary to identify the functional characteristics of educational services which should not only be clear for customers but it should also be aware to marketing department of the university and other specialized units. It should not be forget about the possibility and necessity of selling R & D products and services, sales process of which should also be an integral part of the process of forming the university brand.

An important aspect of the brand-focused strategy of the university is to create a network of promoters, i.e. those who can promote educational services to new markets and find new customers. In this area special attention should be given, firstly, to creation of vertically integrated structures (real and virtual) of promoters, and secondly, to creation of the powerful system of cooperation with alumni. And this work is not limited to an annual meeting with alumni. It requires a systematic approach. For example Carlson School of Management (University of Minnesota, USA) received a powerful impetus to the development due to contribution made by grateful university graduate Kurt Carlson.

It should be noted that the implementation of the stages of building the relationship between the brand and consumers of the education services considered above are important, but all efforts can be negated if a system of permanent relationships and recommendations wouldn't be build. According to the theory of brand management [1, 5] This aspect of building relationships provides coverage of such segments as customer service, technical support, publications, cross-border cooperation, innovative R&D, business cards, etc.

Adapting considered above to the functioning of the university the initially required step is to create the proper customer service that delivers quality educational services to the students. In this respect, standards required by state accreditation bodies to universities should be revised carefully. Their comparison with international standards of education and the quality of educational services testifies that they are significantly different in many aspects (especially access to the Internet, access to resources of the university via Wi-Fi, distance learning, on-line lectures and consultations, web-forums, etc.).

The cooperation of universities with the media should also be highlighted. In this case, three main aspects of the strategy should be involved: representation of the university in media on the different levels, own scientific issues and publications in scientific journals with a high citation index. Not only quality of education is a problem in many cases, but its perception by students, experts and employers. So, approaches to organization of the educational process should be improved as well.

In this aspect it is important to consider the practice of the world leading educational institutions, which, at first, even before the study carried out provide so-called "student orientation", i.e. a detailed explanation of the structure of the university, opportunities for use the services provided by the particular centers (Career Center , Centre for Foreign internships, scientific research, etc.). Secondly, such course as "How to study", in which student become familiar with how to perform certain tasks, refer to faculty for consultation, how to be prepared for lectures and workshops, and so on, should be introduced in the curricula. Certainly the introduction of such course requires a unification of all procedure of studying, learning and examinations of subjects that should be reflected in the corporate culture and corporate rules and regulations of the University. In modern conditions online learning and submitting verification tests, coursework and other tasks, conduct video lectures, consultations via the Internet and with the technology of Skype, etc. is not an innovation, and is a prerequisite for a stable position in the education market.

In the context of the necessary conditions for increasing university ranking based on the implementation of brand-focused development strategy presented above it should be noted that the implementation of this approach, i.e. focus on the customer as the most important stakeholder, targeted on creation of an active client university brand perception and will help in the future to increase the university ranking positions. Never the less, an effective positioning of the university brand is impossible without an active implementation of R&D programs.

3. R&D: TRYING TO ACHIEVE THE INTERNATIONAL STANDARDS

Recently, requirements for quality of teaching and research as well as quality of faculty and the level of international recognition has been increased significantly in the national educational space. According to the latest requirements articles must be submitted to the journals listed in the international bibliographic databases [7], specialized scientific journals and issues should publish articles in English and provide the access to them on their web-sites [6], and so on. These increased requirements for the presentation of research results should be a push for fundamental changes in the corporate culture and standards of the university.

Over 90% of all scientific papers in the world are published in English. Thus, one of the priorities of improving corporate culture must become practice writing the majority of articles by domestic faculty in English. This usually requires a significant improvement of knowledge not only in speaking, but also in special academic English. Accordingly, in practice for masters and graduate

students a subject “English Academic writing” must be entered. The main purpose of this subject is to teach undergraduates and postgraduates to present articles in academic English style.

In addition, it is mandatory for students and teachers to participate in such public scientific databases as SSRN and others. In this case, the newest publications, access to which, incidentally, is free, should be used as a basis for the creative tasks for students in certain thematic areas of discipline, for preparation of essays and development of critical thinking, which is the basis for the development of creative abilities of the student. As analysts mention, the ability to think critically and to solve the problems creatively is the basis for giving an impetus to the innovative development of technology and economics.

Preparation and presentation of the degree paper in English (or other foreign languages) should be a prerequisite for claiming by bachelors to the magistrates and recommended conditions for obtaining the highest points on the results of the preparation of the master qualification papers and recommendations for being considered as an applicant for Ph.D. study.

It should be mentioned, that if earlier in the labor market to be fluent in English was perceived as a competitive advantage, at present it is a requirement for obtaining the job according to the received graduate specialty. Moreover, mastering of several languages in many cases, especially as for foreign employers, has also become a requirement, not an advantage. In this case curricula for students preparation needs to be reviewed in order to provide teaching of courses and sometimes of cycles of subjects in English, German, Polish or other languages that are in demand in the labor market. Usually, this requires:

- creation of an appropriate reserve of faculty who are fluent in foreign languages;
- development of motivation system for faculty to use foreign language in teaching courses;
- mastering the most modern methods of teaching and assessment of knowledge, skills, abilities and achievements of students;
- inclusion into the strategy of the university of measures directed on the improvement of the language skills of the faculty.

CONCLUSIONS

Thus, summarizing the foregoing, it can be argued that the rankings should not be an end in itself for the university. An artificially increase of indexes of the performance is just a temporary solution to the problem, which in future will only complicate the achievement of a certain level of performance and may cause the imbalance in the functioning of the university.

Secondly, the ranking results should be considered as a benchmark for adjustment of the strategy of the university due to qualitative internal changes.

Thirdly, the basis for raising the rating positions should be a corporate philosophy, culture and rules targeted on the creation of the corresponding corporate perception of the university by internal and external stakeholders. In addition, international integration should be started with strengthening domestic requirements and creating favorable conditions for the possession of foreign languages by the faculty and students, use of languages for learning, teaching and carrying out research activities. It is also necessary to implement the system "pre-study" learning for the first-year students focusing on a particular achievements and outcomes expected to obtain for their own development.

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