RECTORS’ SCHOOL: TRAINING THE NEXT GENERATION OF TRANSFORMATIONAL UNIVERSITY LEADERS
EXECUTIVE SUMMARY

In order to meet the demands of markets and stakeholders universities are increasingly forced to undergo a transformational journey, both in terms of their institutional structures and the professional development of their leaders. Moreover, this journey is never straightforward, as those charged with leading such processes usually face persistent internal resistance and administrative complications.

This is why Rectors’ School—hereinafter, ‘the Programme’—an educational programme aimed at improving the managerial performance of top university managers and facilitating systematic change within universities—was created by the SKOLKOVO Education Development Centre at the request of the Ministry of Science and Higher Education of the Russian Federation.

Since its launch in 2012, more than 1,000 individuals have graduated from Rectors’ School. As a result there has been a significant advancement in preparing managers who are ready to take responsibility for designing a fundamentally new vision and model of the university and organising its management processes. An extensive expert and alumni community has formed around the Programme, which today is changing the landscape of contemporary education in Russia. There has been a significant improvement in the global ranking positions of Russian universities, and numerous high-impact projects have been launched as part of the Programme, some of which are presented in this case.

* In Russia, the term ‘Rector’ refers to a senior official or a President of a University

Today, one in every eleven civil universities in Russia is led by a graduate of the Programme.

19
Programmes

230+
Universities

1088
Graduates

“We teach participants how to virtually disassemble and reassemble a university. In order for a university to acquire a new quality, a new sound, a new identity, it must abandon something old and introduce something new. This intellectual process of ‘assembling and disassembling’ is the main feature of our programme.”

Andrei Volkov
Director of Institute for Public Strategy
Moscow School of Management SKOLKOVO
Deputy Chairman of the Council on Global Competitiveness Enhancement of Russian Universities among Global Leading Research and Education Centres
INTRODUCTION
TO THE PARTNERING INSTITUTIONS

Ministry of Science and Higher Education of the Russian Federation

The Ministry of Science and Higher Education is responsible for state control of the scientific institutions and university-level education system in the Russian Federation.

The Ministry carries out functions to develop and implement state policy and legal regulation in higher education and the related professional sector, as well as undertaking scientific, technical and innovative activities to develop federal centers of science and technology, state scientific centers and science cities.

As a state regulator, the Ministry is the major stakeholder in key educational initiatives in Russia, including the training of management personnel.

440+
Research Institutions

215
Universities
INTRODUCTION TO THE PARTNERING INSTITUTIONS

Moscow School of Management SKOLKOVO

Moscow School of Management SKOLKOVO (hereinafter, SKOLKOVO) was established in 2006 as an initiative of the business community, to create a business school capable of developing a new generation of leaders in Russia.

Today, SKOLKOVO is the largest private business school in Russia and the CIS, offering a wide range of dynamic and entrepreneurial executive education programmes for businesses at all stages of development, from start-ups to large corporations, based on an internally developed methodology to provide high-quality educational solutions, effectively combining research insights with practice-based learning to support the development of Russian industry and management competencies by focusing on organisational transformation and the development of top-management teams.

SKOLKOVO Education Development Centre (SEDeC)

SEDeC was launched at SKOLKOVO in May 2011. Its main activities are hosting educational programmes on transforming, managing and developing educational and scientific organisations, as well as supporting federal and international programmes for talent management in education, and providing expertise, project management and research in educational development and managing educational and research organisations.

Managers from over 230 universities and educational organisations have been trained in programmes provided by SEDeC, including: more than 1,000 graduates of the Rectors’ School programme; more than 5,000 participants in strategy sessions; and more than 12,500 participants in the online courses ‘Education of the Future’ and ‘Universities: Transformational Governance’.
THE CHALLENGE

Shaping the new strategy

By 2011–2012, it was clear that Russia’s higher education institutions had been restrained by their weak position in the global market for educational services and lack of international competitiveness. In order to become a driver for socio-cultural and economic growth, Russian universities had to be included in the global intellectual network, as otherwise they would fall further behind new practices and theories.

In the spring of 2012, the Times Higher Education (THE) published the ‘World Reputation Rankings 2012’, which included no Russian university in the top 100. As a result, in early 2013 Project 5–100 was adopted, aimed at supporting at least five Russian universities to enter the Top 100 of the world’s leading universities by 2020.

Moreover, the percentage of international students enrolled at Russian universities—one of the key criteria for global success—was only about 3% (with most international students coming from the CIS, China, Vietnam, and African countries). In comparison, international students in the US and UK, leaders in THE reputation ranking, accounted for 22% and 11% respectively.

International faculty and research professionals were also resistant to moving to Russia. The end result was a system that could not compete with international best practices.

Project 5–100

is a special initiative aimed at ramping up the ability of Russian universities to compete with their counterparts in other countries. Another goal is to create an internal benchmark group for Russian higher education institutions. In this sense, Project 5–100 universities serve as national laboratories for trying out new approaches and models.

“Whereas for France the ‘ranking shock’ occurred in 2003, for Russia, it happened in 2013, immediately after the launch of Project 5–100. We are witnessing a shift in focus towards global competitiveness. However, this shift is driven more by administrative pressure than the underlying logic of advancement.”

Andrei Volkov
Director of Institute for Public Strategy
Moscow School of Management SKOLKOVO
Deputy Chairman of the Council on Global Competitiveness Enhancement of Russian Universities among Global Leading Research and Education Centres
Russian universities were not visible on the world map and had suffered a significant drop fall in their international ranking positions, which was mainly associated with the historical setting, as well as internal resistance and the administrative complications of the system.

Russia’s universities were traditionally different in terms of their structure to those of Anglo-Saxon and European systems. Science was withdrawn from Soviet universities in the 1930s, followed by the creation of a host of newly-established institutions aimed at training young professionals for a specific vocation. Russian universities did not react immediately to changes in the socio-economic system and are still dealing with the consequences of the Soviet education system.

As a consequence of this, students still associate Russian universities with careers that involve a high level of responsibility with a low salary. They are not seen as attractive places for career development but rather as the destination for ‘idealists’ and ‘non-achievers’.

There is also an issue of regional disparity. Major cities like Moscow and St. Petersburg attract the best talent, and young professionals tend to leave their hometowns to build their career in the ‘two capitals’. This leaves regional institutions bereft of talent and without prospective university managers.

The main challenges faced by Russian universities:

- Extremely low level of university autonomy
- Absence of a clear strategy
- Unreadiness for transformational change
- Fragile financial standing
- Lack of individuality
- Lack of a ‘best practice’ approach and an inability to work with international benchmarks
- The use of Russian means that much research is not accessible to an international audience.

“...What we see today in Russian higher education is a shortage of people, a shortage of qualified staff, a shortage of scientists and a shortage of effective managers. Therefore, we will make considerable efforts in the near future—months and years—to fill this deficit. This means that a new generation leaders should be trained to head our universities...”

Dmitry Livanov
Former Minister of Education and Science of the Russian Federation (2012-2016)
THE CHALLENGE

New strategy – new leaders

It is impossible to overcome the inertia of the existing system without transformational leaders who are able to look at the university as a holistic object of management and build a strategy to reinvent the organisation as a whole or specific units or educational programmes within it. In order to reshape the existing system, institutional, financial and regulative challenges must be urgently addressed by a new mindset.

The main reason for the lack of transformational leaders was the absence of educational programmes to train university administrators in change management. Most of the people governing universities were promoted through their academic track and rarely have the relevant or necessary managerial experience. MBA and other management programmes are simply not tailored for the higher education and academic sector.

To solve this challenge, it was necessary to train individuals to become effective change agents.
THE CHALLENGE

Fostering a transformative educational ecosystem

For the harmonious development of the higher education ecosystem it was important to not only focus on better relationships with foreign partners, but also to build a real domestic community that would facilitate effective and productive communication, which is integral to the maintenance of uniform strategies for global development, determining the agenda of Russian higher education institutions, exchanging experience and contacts with partner organisations, and making large-scale, balanced decisions.

Main barriers to effective communication:

- Different universities report to different ministries
- High levels of hierarchy within universities
- Absence of a common space to share and exchange ideas and form strategy

The network of higher education institutions in the Russian Federation

<table>
<thead>
<tr>
<th>Ministry of Science and Higher Education of the Russian Federation</th>
<th>as Regulator</th>
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<tbody>
<tr>
<td>as Constitutor (and Regulator)</td>
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<tr>
<td>215 (+ 248 branches)</td>
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Private organisations:
- Government of the Russian Federation 6 (+ 62 branches)
- Ministry of Agriculture of the Russian Federation 54 (+ 13 branches)
- Municipalities and constituent entities of the Russian Federation 44 (+ 14 branches)
- Ministry of Culture of the Russian Federation 47 (+ 3 branches)
- Ministry of Education of the Russian Federation 33 (+ 16 branches)
- Ministry of Health of the Russian Federation 46 (+ 1 branch)

Out of the more than 700 Russian universities, about 200 are subordinate to the Ministry of Science and Higher Education of the Russian Federation, while the rest are under the governance of other ministries.
THE COMMITMENT

The new generation of university leaders should be capable not only of introducing change in their university environment, but also confident enough to independently create projects highlighting the transformations that they have made and to grasp the moment when innovation takes root and has an opportunity to grow.

The type of leader needed should be an actor-transformer, not simply applying ready-made global best practices and templates to problem areas, but holistically addressing the root causes of these problems. These new leaders should be aware of their responsibility for decisions, plan the implementation of these decisions, consider how their ideas can be translated into reality, outline the quantitative and qualitative criteria for evaluating their projects, and map out each point of the change process. They need to know the answers to ‘why?’ and ‘what?’ but also to the most difficult question, ‘how?’.

“Universities begin to transform when a specific problem is being tackled by an individual who assumes responsibility for the development of the university. This individual is the transformer. The transformer’s actual title—rector, dean or a faculty member—is almost irrelevant. There is no doubt that a position of authority is important, but only at the implementation stage of the transformation project. During the establishment of the concept and design, the personal traits of the transformer are far more crucial—the ability to see the university as a whole, perseverance, and the readiness for change.”

Olga Nazaykinskaya
Director of SKOLKOVO
Education Development Centre
**THE COMMITMENT**

**TEAM**

In order to create this programme, a team of experts was formed:

- **Andrei Volkov**
  Director of Institute for Public Strategy

- **Olga Nazaykinskaya**
  Director of the SKOLKOVO Education Development Centre

- **Elena Ponomareva**
  Head of educational programmes

- **Olga Nemirovich**
  Head of educational programmes

- **Irina Eremenko**
  Programme manager

- **Andrey Shcherbenok**
  Head of Project Work

- **Nikolay Kuteev**
  Head of Project Work

- **Boris Ostrovsky**
  Head of Project Work

- **Daniil Dobrynchenko**
  Head of Project Work

- **Nikolay Verkhovsky**
  Head of Project Work

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**The primary objective** behind the creation of Rectors' School programme was to train managers responsible for implementing large-scale projects in the field of higher education to become such leaders.
THE COMMITMENT

Programme development

The Programme was initially created at the request of the Ministry of Science and Higher Education under a government contract, and was run in that way for the first few intakes. Later, as we gained greater understanding of the impact, high demand and potential of the Programme, we decided to expand its reach by developing a series of open enrollment programmes.

As of today, the Programme remains unique in Russia and the CIS.

Programme objectives:

- The development of leadership/governance skills
- The creation of real university transformational projects
- To foster better networks and communication

An effective higher education leader requires the following competencies

- Organizational design skills
- Vision and inspiration
- Proactiveness
- Responsibility
- Consistency and ability to retain context
- Communication and cooperation skills
- Ability to work with competition
- Willpower and ability to face a challenge
- Knowledge of the economic and financial tools
THE COMMITMENT

Programme development

1. New Leaders of Higher Education
2. Arctic vector: the development strategy of NArFU
3. 5-100 Top managers: Russian universities’ global competitiveness
4. 5-100 Teams: Russian universities’ global competitiveness
5. New Leaders of Higher Education-2014
6. FEFU Top management: University development projects management
7. Change leaders for global universities (the next generation leaders for 5-100 universities)
8. Rectors Candidate Pool
9. Management teams of flagship universities
10. Fine-tuning a university strategy
11. Management teams of flagship universities
12. Rectors Candidate Pool
13. Fine-tuning a university strategy
14. University: Transformation governance
15. Fine-tuning a university strategy
16. University: Transformation governance
17. Fine-tuning a university strategy
18. University: Transformation governance
19. University: Transformation governance
THE L&D INITIATIVE

Participants
The programme welcomes professionals who are set the goal of developing sustainable models for the competitiveness of their universities and proposing tools for their implementation.

39 years average age
40% women 60% men

60–120 Participants each intake

Programme participants:
- University Rectors
- University management teams
- Teams of universities participating in the 5-100 project
- Heads of structural divisions and heads of educational programmes
- Representatives of foundations, NGOs, and industries who want to work on a joint project in partnership with universities

Cities with most participation ratio
Total 89 cities

SKOLKOVO Moscow School of Management
Programme structure

The 6-module Programme is based on experiential learning—a part of the ‘SKOLKOVO Method’ for designing executive education programmes that has been successfully used in the school for over 10 years. Experiential learning’s three main approaches are (i) learning by doing, (ii) simulations and business games and (iii) practicing ‘on the job’. Up to 60% of the Programme is devoted to ‘real world’ transformation project work.

Results

Transformation leader
Teams
Community

University’s development strategy
Higher education transformation projects

General concepts, models, knowledge-based tools
## THE L&D INITIATIVE

<table>
<thead>
<tr>
<th>Principle</th>
<th>Why</th>
<th>How</th>
<th>Result</th>
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| The Programme’s main 3 verbs: 1. Absorb 2. Understand 3. Do              | **Absorb.** Use the critical mass of expert and practical knowledge provided on the programme to the maximum. **Understand.** Comprehend how the expert knowledge provided can be applied. **Do.** Development of real transformation projects providing concrete results as part of the programme. | **Expert lectures**  
**Theme-based expertise**  
**Project work**  
**Simulation training systems**  
**Working with the customer and stakeholders**  
**Live cases** | Transformation leaders                                                                                     |
| We train teams—not individual leaders                                    | Implementation of a transformational project is impossible without an effective team. **Teamwork is focused on results, communication, sharing responsibilities and areas of expertise, and cooperation.** | **Project work**  
**Simulation training systems**  
**Psychophysical training stream** | Teams Community                                                                                          |
| Real problems without an obvious solution                                | Lack of ready-made solutions–addressing the need to find **new approaches to solution design.**          | **Project work**  
**Consistent worldview**  
**Psychophysical training stream** | University’s development strategy  
Higher education transformation projects  
General concepts, models, knowledge-based tools |
| Full immersion, ‘combat conditions’                                     | **Fully concentrating on the learning process** in an environment that is as close as possible to real-life conditions provides optimal educational results. | **Expert lectures**  
**Theme-based expertise**  
**Project work**  
**Simulation training systems**  
**Working with the customer and stakeholders**  
**Live cases** |                                                                                                        |
| Ensuring that each project group has a high level of heterogeneity      | Maximum **representation of different positions, viewpoints and opinions to properly test design hypotheses.** | **Project work**  
**Working with the customer and stakeholders**  
**Live cases**  
**Expert lectures**  
**Theme-based expertise** |                                                                                                        |
| Psychophysical training as the core of leadership identity              | We teach participants to **work on and develop their individual resources** so that it becomes a habit. Being able to work with oneself as a ‘project’ is an intellectual practice necessary to work with real projects. | **Psychophysical training stream (Annex 1)** |                                                                                                        |
THE L&D INITIATIVE

Project work

At the end of the Programme, participants defend their projects in front of a nominated expert panel. We invite representatives of ministries, leading universities, investors, funds and other stakeholders, to join several expert groups. Each project team presents their work three times to different expert groups to collect feedback, insights and find partner support for further implementation of their projects.

Participation options

- Individual
- University Teams

Studied topics

- Trends affecting the development of the higher education system
- Structure, infrastructure and the organisational design of universities
- University educational policy
- Research and innovation at universities
- New university models
- Goal-setting and change design
- Analysis of existing development models and the management approaches used in higher educational institutions

Project examples

- ‘Engineering school’ project
- Project-based Master’s programme
- ‘Life sciences school’ project
- Transformation of an industrial university
- The mechanics of building a professional career track for students in conjunction with industrial partners
THE L&D INITIATIVE

University transformation simulator
As part of the Rectors’ School curriculum SEDeC has developed a unique gamified environment—the University Transformation Simulator (UTS) in partnership with Labius* company—that has now been completed by more than 3,000 people on top of 1,000 Programme alumni. UTS aims to enable participants to develop competence in transformational governance and prepare university leaders for high-risk decision-making. Participants team up, develop strategies for virtual universities, and make managerial decisions. Afterwards, they analyse the consequences of the decisions that they have taken and evaluate their performance.

Key characteristics of UTS

1. The participants, working in teams, assume the role of leaders of virtual universities.

2. The participants are asked to shape their strategies together and make complex managerial decisions to support their vision by taking actions in different aspects of university life.

3. The teams must analyse the situation in the external environment, launch new educational programmes, manage the research policy, transform infrastructure and the learning environment, build relationships with stakeholders, attract partners, and internationalise their universities.

4. The teams compete in managing their virtual institutions and try to achieve the best results, which are then compared on a single rating scale. At the end of the simulation, the results are analysed.

*Labius – Russian company, specialising in innovative platforms for the development of simulators for training and creation of information systems

The University Transformation Challenge computer simulation has been awarded the Wharton-QS Reimagine Education 2020 Prize for Hybrid Learning.

VIRTUAL UNIVERSITY IN THE GAME: 50+

aspects of higher education governance.

All aspects are connected: e.g. decisions in HR impact research, teaching and learning, etc.

UTS MANAGEMENT ASPECTS

Education
Research
Innovation
Management
HR
Internationalisation
Campus and infrastructure
Students
PR and media
External environment
Partners and stakeholders
Finance
Rankings
THE IMPACT

Community of transformational leaders

The Programme has significantly contributed to equipping current leaders of Russian universities with the strategic and operational skills necessary for them to achieve real and lasting impacts. It has also fast-tracked a new generation of transformational higher education leaders.

“Today, one in every eleven civil universities in Russia is led by a graduate of the Programme.”

Upon completion of the Programme, the participants note the following results:

• They are now able to look beyond their own universities and see the wider picture in terms of assessing the market and current educational trends.

• They have started to see themselves as actors able to create a real impact. As the ministry loosens its control, universities can now take responsibility for the change process.

• They have acquired new management skills and the ability to work as part of a team.

“The average score given by graduates of the Programme was 9.2 on a ten-point scale. About 70% of graduates recommended that their colleagues should undergo training at the Rectors’ School. After completing the Programme, many university leaders send extended teams for the next intakes of the Programme.”

Olga Nazaykinskaya
Director of SKOLKOVO Education Development Centre

Appointed

46
Rectors

1
Federal Minister

3
Deputy Federal Ministers

→ 19
Programmes

→ 1088
Graduates

→ 64
Current rectors

→ 400+
Promotions

→ 230+
Universities
THE IMPACT

Transformational leaders

Exit survey results:

57% of alumni recorded rapid career growth

49% of projects were implemented after graduation (Annex 3/4)

29% of projects were implemented in an area not related to the subject of study

“What Cherepovets State University represents today is a product of the ‘SKOLKOVO School of Thinking’”

Afanasyev Dmitry
Rectors’ School-1 graduate

Rector of Cherepovets State University (2009–2020)
Deputy Minister of Science and Higher Education (2020–present)

“The Programme provides the space for a huge shift in thinking, enormously broadens the horizons and provides the tools for making responsible decisions.”

Kadomtsev Maxim
Rectors’ School-16 graduate

Don State Technical University Head of the Department of Applied Mathematics and Computer Science

“Thanks to Rectors’ School, in three years I was able to carry out a comprehensive reform of the educational and management processes at a large federal university with over 20,000 students. My team is currently completing a transformation process of similar complexity at another federal university. Taking into account the small number of students (9,000) and the accumulated experience, it took us just a year and a half to carry out the reforms.”

Tyshetskaya Anna
Rectors’ School-7 graduate

Vice-Rector for Education
Immanuel Kant Baltic Federal University
What did participation in the Rectors’ School mean for me personally? First of all, this was the place where I was able to deal with the personal and professional crisis I was going through as an educational manager. Secondly, it was the platform where our transformation project—the ‘Higher IT School (HiTs)’ of TSU—was born and passed the methodological testing. Thirdly, this was the place where I received the necessary management and methodological tools. Finally, Rectors’ School is an opportunity to expand your social circle with people who are really transforming the education system in the Russian Federation. You can ‘show yourself and look at others’. I am very proud of the fact that after graduating from the Programme I managed to return to SKOLKOVO, and not as a student, but as a person who was able to implement my plans, and I will do it again with great pleasure. If my university was my first alma mater, then the Moscow School of Management SKOLKOVO and the Rectors’ School programme was the place of my rebirth as a professional manager in the field of education.

Oleg Zmeev
Rectors’ School-7 graduate
Rectors’ School-10 graduate

Vice Rector for Digital Transformation
Tomsk State University
THE IMPACT

Growth in the rankings

Over the 9 years of the Programme’s existence, we have seen a notable improvement in the global competitiveness of Russian universities.

The number of Russian universities in the International Subject Ranking, annually compiled by the leading international ranking agency Quacquarelli Symonds (QS), has increased to 40, and the number of programmes presented in the top 100 research programmes – to a record 47. This is indicated in the QS World University Rankings by Subject 2021 (QS WUR). Russian universities are included in all five faculty rankings and in 39 out of 51 subject rankings. More than 60% (35 out of 55) of the Russian Universities positions in the QS rankings are taken by Project 5-100 participants, and their contribution to the results of Russian Universities in the natural sciences and engineering is about 80%. Russian universities occupied all of the leading positions in the ranking by the QS agency for universities in Eastern Europe and Central Asia. Moreover, four institutions now figure in the top 500 of the oldest university ranking system, Shanghai Ranking’s Academic Ranking of World Universities (ARWU), and three Russian universities entered the top 100 ranked institutions in the authoritative Times Higher Education (THE WUR) ranking for physics.

Today, Russian universities are seeing considerable improvement in their ranking positions and are perceived as increasingly dynamic institutions. Compared to other countries, the speed of change is extremely rapid, which is evidently promising in the light of the necessity to rapidly adapt to the new realities of intellectual landscape.

Rankings by subject: dynamics of the 5-100 project participants
THE IMPACT

A developing educational ecosystem

Today, Rectors’ School is considered by the educational community to be a ‘think tank’ laboratory for the development and transformation of Russian universities. SKOLKOVO, together with its partners, conduct a number of annual events such as the Rectors’ School Alumni Summit, as well as strategy sessions and panel discussions, where participants share their knowledge and expertise, exchange feedback and build new partnerships. This has significantly improved communication between the whole university network. Instead of the previous highly vertical system, with communication systematically flowing between supervisors and their subordinates within one institution, today the community becomes has become more open with evolving horizontal links as well as much better communication between different institutions.

Rectors’ School strategy sessions 2014–2020:

5541 participants  81 sessions  26 universities  17 cities

Usual Communication

Rector

<table>
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<tr>
<th>Vice Rector</th>
<th>Dean</th>
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Rector’s School Impact

Rector

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<th>Vice Rector</th>
<th>Dean</th>
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…Undoubtedly, the value of studying at the Rectors’ School is the opportunity to become a part of its alumni community and use this colossal resource for the development of my management practice.*

Tysheksaya Anna
Rectors’ School-7 graduate
Vice–Rector for Education
Immanuel Kant
Baltic Federal University
CONCLUSION

SKOLKOVO Moscow School of Management is proud to be a strategic partner of Ministry of Science and Higher Education, contributing to the transformation of the Russian higher education system and reshaping the minds of its university leaders.

In addition to the number of high-impact projects created by our alumni, there is also a growing trend for them to return to SKOLKOVO to obtain further expertise. Due to the high demand we have even created special intakes of the Programme for alumni who want to do further work either on their existing projects or on completely new university transformation initiatives. In such cases, a university team is sent to the Programme by the Rector to complete the assignment. We have now conducted three programmes for alumni that have been completed by over 150 returning graduates.

Moreover, the Programme has become the foundation for further educational development at SKOLKOVO. In 2017, Andrey Shcherbenok, one of the heads of project work at Rector’s school, has created an online-course ‘The Universities: Transformational Governance’, which uses a mix of best global practice and Russian context in the higher education sphere. More than 7,000 people have now completed this course (see Annex 2 for more details).
ANNEX 1 / PSYCHOPHYSICAL TRAINING

Why did we introduce psychophysical training stream into the curriculum?

→ A manager cannot be ‘out of shape’
→ An opportunity to change one’s lifestyle
→ We treat ourselves as a project
→ Building managerial skills using oneself as a canvas

Yoga  Functional Training  Nordic Walking  Running
ANNEX 2 / ‘THE UNIVERSITIES: TRANSFORMATIONAL GOVERNANCE’

In 2017 an online course, ‘The Universities: Transformational Governance’ was created on the basis of SEDeC’s vast experience of working with Russian universities and best international practice. Its core aim is to view the university as a managed facility and understand possible ways of making modifications to it—at both the level of profound strategic planning and to a particular module or the format of a programme or functional unit. The course uses a mix of best global practice and Russian context in the higher education sphere.

“‘The Universities: Transformational Governance’ course proceeds from the assumption that the current state of Russian universities is not entirely satisfactory, for various reasons. The course aims to stimulate the process of transforming universities, a process which continues to change on the basis of independent external trends’.

Andrey Shcherbenok
Course author and creator
Professor, Head of project work
Moscow School of Management SKOLKOVO

Upon completion of the MOOC participants get the following results:

- Understand the university’s basic processes and structure
- Recognise different educational models: Bachelor, Master and PhD
- Dive into the current state of Russian and global higher education
- Learn how to organise and manage research studies at a university

The programme consists of 7 study modules:

1. The university as a management object
2. Educational processes at the university: Bachelor’s degree
3. Elite Bachelor’s programme, the Internet revolution, Master’s and Postgraduate Programmes
4. University research studies
5. Disciplinarity
6. Organisational cultures and standards
7. Positioning, identity, and brand

Audience

- Academic administration and university staff: 95%
- Other educational institution representatives, business leaders: 5%
High-impact Projects

Tomsk State University: Higher IT School (HITs)

The project for the transformation of IT education at Tomsk State University started back in 2014 with the acknowledgment of the fact that the graduates were not being properly prepared to work at companies—not only in terms of missing business skills (which is understandable), but also because they did not have the necessary professional competencies.

On June 15, 2017, a new model of software engineering training was successfully presented to the management of the Tomsk State University. About a month later, on July 12, 2017, an order was issued to launch a pilot academic programme (in two languages—Russian and English) based on this model. On September 1, 2017, the first students started the new class.

[http://hitsstu.ru/en/]

In order to attract international students to HITs, the BSc Software Engineering programme is provided in both Russian and English. There are now 25 international students in total, primarily from East Asia, Central Asia and Africa and accounting for approximately 20% of the total number of students.

The first intake of the course was in 2017. By 2018, the results radically improved:

- The pass score (Unified State Exam) rose by 49 points
- The average score in the Unified State Exam of enrolled students rose to 94.8
- The competition for places more than doubled to 25 applications for each place on the course
- There were only four low-performing students, compared to fifty in the previous programme
- HITs’ students won 1C* all-Russia Championship, celebrated victories in Digital Skills and World Skills championships
- The number of participants in Olympiads increased from one student in 2017 to 12 students. Only one student was expelled. He admitted: “I find it hard, as I am not well prepared. I will prepare better, take the Unified State Exam and enroll again”

*1C Company is an independent software developer, distributor and publisher with headquarters in Moscow, Russia. It develops, manufactures, licenses, supports and sells computer software, related services and video games (source: https://1c.ru/).
ANNEX 4 / High-impact Projects

High-impact Projects

University of Tyumen: School of Advanced Studies (SAS)

The School of Advanced Studies (SAS) at the University of Tyumen is an anomaly in the Russian educational and research space. It is a magnet for PhD researchers from the world’s leading universities and a provider of an English-language elite education. Created only three years ago, SAS is now often cited in the Russian higher education community as a radical greenfield project success story.

To achieve this goal, SAS had to develop and install new norms from scratch. Professors came together from different academic traditions to build an institution that lacked previous constraints. They overcame the difficulties of planning ahead and crossing the boundaries of one’s competencies—all aspects of a greenfield project that make the situation precarious from the perspective of governance.

Project Design Sessions (PDS) at SAS on the design of multidisciplinary research projects have become a unique experiment in the academic world. The framework for the creation of the format was the international practice of cluster hiring (the simultaneous hiring of a group—a cluster—of professors) and the Moscow School of Management SKOLKOVO strategy session format.

“We set ourselves the ambitious objective of creating mechanisms and tools for the individualisation of education throughout the university, so that each student can construct a personal trajectory of development. This will serve as the basis for the new educational model of the University of Tyumen for many years to come. This is what the state and society are calling on us to do.”

Valery Falkov
Rectors’ School-1 graduate

Minister of Science and Higher Education of the Russian Federation (2020–present)
Rector of the University of Tyumen (2013–2020)

PDS results:

<table>
<thead>
<tr>
<th>Year</th>
<th>Candidates</th>
<th>Winning Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>28 candidates from universities of 9 countries</td>
<td>3 winning projects, 18 full-time professors</td>
</tr>
<tr>
<td>2018</td>
<td>18 candidates from 17 universities of 14 countries</td>
<td>2 winning projects, 7 full-time professors, including two with tenure in the USA and New Zealand</td>
</tr>
<tr>
<td>2019</td>
<td>21 candidates from 20 universities of 12 countries</td>
<td>2 winning projects, 5 full-time professors</td>
</tr>
</tbody>
</table>

75%

More than 75% of SAS full-time professors got their PhD from top 100 universities according to THE and QS world university rankings.