

ORGANIZATION AND FORMATION OF FLAGSHIP UNIVERSITY IN PERCEPTION OF STUDENT YOUTH

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Abstract: *Large-scale technological changes in the modern world present new requirements for the education system. At a new round of socio-historical changes, universities are merging into flagship universities, which should become drivers of the region's social modernization. In the light of the implementation of core universities development, each university will have to follow its own path in achieving the target values in higher education development programs. The article presents an analysis of formation and development of flagship university (on the example of the Tyumen Industrial University). The rationale of the selected topic stems from the necessity of ongoing changes in the field of education and global technological changes that push flagship university to implement long-term strategies. The purpose of the article is to analyze the students' and academic teaching staff's perception evaluation of the changes taking place at the Tyumen Industrial University. The scientific novelty of the article is an integrated approach: using analytical and sociological methods, the need of flagship university as a university center for innovative, technological and social development of the region is analyzed. Based on the results of a monitoring sociological study conducted in 2017 and 2019 using the method of interviewing experts, which included representatives of institutes directorates, department heads, faculty staff, as well as an online survey of the Tyumen Industrial University students, awareness of the reform essence and the new status of the university, the goals and objectives of the flagship university mission, development prospects was defined. As a result, experts expressed hope for a synergy effect from the merger of two universities and the university's obvious focus on promoting the socio-economic development of the region, and students identified the main directions of the university's development in improving the quality of education and employment. It was defined that the Tyumen Industrial University, as a flagship university, carries out the presented long-term university development program. In particular, it has achievements in implementing a new educational model that provides practice-modular education, which offers industries the values they need in order to restart the industrialization of the economic sector and, as a result, the domestic economy. The article materials may be of interest to the project design teams of Russian flagship universities.*

Keywords: *university mission; flagship university; regional university; higher education reform; development program; student youth.*

INTRODUCTION

At the beginning of the XXI century, the regions of Russia faced serious world-scale economic difficulties, which required a transition from a resource-based economy to an innovation-based one. In these conditions, to achieve more effective development of our country, it became necessary to perform accelerated stage by stage formation of innovative infrastructure in all areas of life, including higher education. Today, the determining trend in the development of higher education system in the Russian Federation is the significant technological shifts that are determined in the modern world, primarily in the context of the digitalization of economy and society (Korytsev, 2018). This leads to a global qualitative transformation of society, presents fundamentally new requirements for the education system. At the same time, in recent decades, the higher education system, as well as a significant part of the public sector industries in developed and many developing countries, is undergoing a large-scale transformation, expressed in a series of reforms implemented in the context of a new managerial ideology and a set of managerial technologies that have received the general definition of New Public Management (NPM), or «new managerialism» (Deem & Brehony, 2005; Le Grand Julian, 2011; Thornton, 2016). In the setting of these changes, the problem of higher education institutions is again becoming relevant. The Ministries of Education and Science of the Russian Federation confirm that half of university graduates need retraining when applying for a job. The main reason is due to the fact that during training at the university, students receive mainly theoretical base knowledge on certain issues, which are often considered in isolation from each other and which they cannot apply in practical activities. Of undoubted interest are also the modern statistics of the higher education system of Russia, presented by the Higher School of Economics National Research University. From the data indicated, it follows that government spending on education has started to slightly increase since 2016. Federal budget in 2016 allotted on the education 597.8 billion rubles, in 2017 – 615.0 billion rubles, in 2018 – 722.6 billion rubles.

Despite numerous claims that the number of students in the Russian universities is growing, statistics indicate the opposite trend: the number of students in all educational programs is declining. At the beginning of the 2016/2017 academic year - 4399.5 thousand people, in 2017/2018 – 4245.9 thousand people, in 2018/2019 – 4161.7 thousand people. The downward trend is evidenced by statistics on academic teaching staff numbers. In the 2015/2016 academic year the number of PhDs teaching in universities was 145.5 thousand people, in 2016/2017 – 138.5 thousand people, in 2017/2018 – 140.5 thousand people, In 2018/2019 – 135.6 thousand people; Doctors of Science in the years 2015/2016 – 38.4 thousand people, in 2016/2017 – 37.4 thousand people, in 2017/2018 – 37.8 thousand people, in 2018/2019 - 36.6 thousand people. Thus, the statistics objectively demonstrate the socio-economic conditions in which the reformatting of regional higher education is taking place: reduction of government spending on education, reduction of the number of students and academic teaching staff. As the result, the idea of creating world-class universities, including university integration, came up on the development path of national higher education. Creation of stronger universities that can capitalize on the new synergy produced by the combined resources. According to the results, today the image of the Russian higher education is represented by federal universities; national research universities; universities that are included in the top 5-100 competitiveness

enhancement program; flagship universities.

As V.V. Matveev writes (Belotserkovskiy, 2015) reforms, being implemented in the system of higher education, are not a goal. This is an objective requirement in certain socio-economic conditions. Worldwide experience invariably shows that presence of strong universities is always a necessary condition for development of territories (Arzhanova et al., 2017). In this regard, a new flagship university initiates such transformations in the region as:

- Organization of a platform to discuss transformation of the higher education system in the region;
- Project supervision on the side of the subject (at the level of vice-governor);
- Implementation of measures to support flagship university in regional development programs (Matveev, 2014).

The program of creation flagship universities in Russia was started by the Ministry of Education and Science in 2015. The first 11 flagship universities were selected in January 2016, the second wave of competitive selection took place in April 2017, and as the result, 22 more universities were included in the program. This way at this moment there are 33 flagship universities in 32 subjects of Russia. The program is planned to be implemented in more than 50 subjects of Russia. The status of a flagship university implies that the university focuses on promoting the socio-economic development of the relevant subject of the Russian Federation, including by the creation of university centers for regions innovative, technological and social development. The emphasis on promoting development of a region involves solving a wide range of problems, starting with outflow of applicants to large cities and ending with development of local communities (Matveev, 2014). According to R.V. Lenkov (Tikhonov & Lenkov, 2017), for the further education management paradigm, it is necessary to do diagnostics and competently substantiate the entire mechanism of implementing the region development and the place of higher education in it. The Tyumen Industrial University (hereinafter - TIU) joined the first wave in several flagship universities, combining two large universities of the Tyumen Oblast – the Tyumen State Oil and Gas University (TyumSOGU) and the Tyumen Architecture and Civil Engineering University (TyumSACEU).

Let us consider the main constituents of a flagship university. According to the management of the Ministry of Education and Science, it is a regional state university, organized based on the most successful organization through merging with other educational institutions located in this region of the country. It is assumed that such large establishments will become educational centers in which educational, innovative, research and social activities will be developed. Students will be able to study at high quality level, researchers - to work successfully, partners and government agencies – to address production and other tasks. Ultimately, these largest universities will become the basis for powerful development of higher education in the regions. And they will prevent the outflow of successful applicants to prestigious universities of Russia. As the result, several objectives are set forth:

- At least eight teachers with an academic degree are required for every hundred students;
- Flagship university must have at least 100 thousand active students;
- Annual income must be approximately two billion rubles;
- There should be at least 20 specialities for student's qualification;
- In all scientific projects should be receiving funding of about 150,000 rubles.

At the same time, this university should maintain autonomous independence and its specialization. It should carry out an analysis of the speciality, identify demanded areas and qualify graduates depending on the economic needs of the region. The first attempts to comment on the prospects of developing flagship universities are presented as an expert interview with some flagship universities rectors. In the interview rectors emphasized the benefits that higher education institutions received, having acquired the status of a flagship university: good funding, allowing to develop university infrastructure; support from municipal and regional administration; interaction with a real sector of the economy. At the same time, they listed problems occurring during reorganization of universities: inertness of university staff; absence of university interaction scheme in the process of regional development programs formation, on the part of authorities; socio-economic difficulties of the region's industry, etc. Formation and creation of flagship universities, which should become drivers of social modernization, are considered in papers by V.M. Yuryev, O.Z. Mushtuk, A.V. Belotserkovsky (Arzhanova et al., 2017; Len'kov, 2018; Mushtuk, 2016). The authors describe the essence of the project for creating a chain of flagship universities, analyze the proposed program for universities development. Political scientist from the Moscow financial-industrial university O.Z. Mishtuk (Len'kov, 2018) touches on the problem of higher education in Russia related to the next stage of its endless reforming, called «optimization». He shares information about the policy program of «consolidation» of some universities by absorbing others and creating, on this basis, the so-called «flagship» universities in the regions.

In the center of attention there are articles with the first results of flagship universities development programs implementation. A number of authors of the National Staff Training Foundation (I.V. Arzhanova, A.B. Vorov, D.O. Derman, E.A. Dyachkova, A.V. Klyagin (Matveev, 2014)) based on monitoring materials from 2016 presented characteristics of the project, described models of flagship universities and summarized conclusions of the first results of flagship universities development programs implementation. At the same time, it should be noted that there is a practical lack of analytical studies with a prognostic orientation that confirm the correctness of the chosen strategy for reforming Russian education. It is worth emphasizing that there is insufficient attention paid to projecting results of education in Russian universities. In our country, for several reasons, the modernization process was carried out in an accelerated – propelled way (Mushtuk, 2016). Very often there is a situation when, under the influence of reforming the educational system, the goal of higher education is distorted. Carnoy M (Yuryev, 2015). notes that carrying out reforms of higher education, depends on three key factors: the objective financial situation, the government interpretation of the situation and their ideological position regarding the role of the state sector in education. Russian state universities operate directly from the requirements of the government and indirectly from international organizations and respond to them in a similar manner. This phenomenon can be explained by the nature of state-university relations in Russia: the state sets professional and educational standards and is a key source of financial resources for universities (Carnoy, 1999).

The purpose of the author's study is to analyze the perceptual evaluation of students and faculty staff of the changes occurring in TIU, in connection with obtaining a new status - a flagship university. However, the main task is to study theoretical approaches to assessment of the flagship university role for the region, to consider new opportunities for TIU, that affect the development of regional

economy at the present stage. Despite the general model of flagship universities, in each region it is complemented by the following derived images: a multidisciplinary regional university; technology leader in the region; leader in the industry (industrial university) (Matveev, 2014). The oil and gas profile of the Tyumen region has become an absolute dominant in determining the development program of the Tyumen Industrial University. The Tyumen region, which includes two autonomous districts (Khanty-Mansiysk and Yamalo-Nenets), is one of the most successful regions of Russia. Tyumen Industrial University is a leader in training of engineering and technical specialists. In the regional market of educational services about 40% are students, which provide the basic needs of the region's economy in such areas of education as metallurgy, instrument manufacture, geology, oil and gas business, construction, architecture and others. About 80% of the TIU educational program have a technical orientation.

It is necessary to consider the main internal constraints and external challenges that TIU as a flagship university needs to solve in the coming years. Internal restrictions are associated with rethinking of what the university was before the merger and what it should become after the merger; competently distribute financial flows of the university; wisely form university teams of professors and teaching staff into professionals and like-minded people; to engage the university staff in the management of research activities, etc. The external challenges facing the institution include: ensuring access to quality education; overcoming critical economic transformations; accounting requirements of specific companies in the formation of students' competencies; integration of Russian higher education into the international educational space, etc. Tyumen Industrial University in its new status is necessary to make a transition to a higher level of interaction with the local communities in the region and become an integrator of the «education-science-production» system. Transformation of the new model of flagship university consists of active cooperation with key enterprises in the region and regional authorities. TIU's ties with partner enterprises extend: 1) to strategic areas of corporate management, including foreign and Arctic territories, 2) to the Tyumen region, Khanty-Mansiysk and Yamalo-Nenets autonomous districts, 3) to Asian countries of the near and far abroad. The strategy for formation of the First University of Corporations is fully aimed at oil and gas and construction companies.

The TIU reformatting organizers assure that the work of informational and analytical foresight centers has been expanded for the purpose of strategic vision of the flagship university main directions, expert panels, benchmarking and road mapping have been formed. The terminology is more than impressive, as well as the belief that the planned innovations in the field of educational and scientific activities will be aimed at practice-oriented bachelors training and by 2020 it will reach 80%. However, the specific validity of such tangible results is not presented for consideration. It is assumed that introduction of innovative technologies will allow the university to increase the image of its education, achieve recognition by stakeholders, and students will receive the amount of knowledge and the opportunity to correctly determine their profile in the chosen profession. The program for implementation of the university long-term strategy involves seven areas:

1. Modernization of educational activities. Implementation of a new educational model that provides practical modular (bachelor's program) and project training (master's program). Improving educational forms and methods of continuing professional education programs. Competition of scientific and technical

projects called «Engineering Reserve of Russia. Building an industrial future together».

2. Modernization of research and innovation activities. «Technopolis» Scientific Center. Creation of a technopolis for interdisciplinary scientific and laboratory support of the primary areas of development of the region's backbone industries and corporations. Creation of a regional innovation cluster in the field of SMART-City, IoT/IioT and Big Data competencies.

3. Development of staff potential. Development of an effective system of competitive selection of scientific and teaching staff for the university. Introduction of new quality assessment of higher education teacher's professional activity.

4. Modernization of the university management system. Creation and revitalization of the Board of Trustees and the Supervisory Board, inclusion of the head of the region. Consolidation of university's structural units. Centralization of several functions or creation of new structural units responsible for provision of unified services for employees and students at the flagship university.

5. Modernization of the material and technical base and socio-cultural infrastructure. Implementation of an energy efficiency program, development of a barrier-free environment and increase in the coverage of university buildings with the Internet (including WI-FI network). Modernization of educational and laboratory buildings.

6. Development of local communities, urban and regional environments. Increased participation of university representatives in the share of public councils under the executive authorities of the Tyumen region, the Administration of the city of Tyumen. An increase in the number of projects developed at the university and aimed at developing the infrastructure of the territory. Holding the Tyumen Innovation Oil and Gas Forum.

7. Trends in positioning TIU in Russia and in the world and formation of its own unique corporate culture. Creation of the university's mobile website and mobile application, as well as educational online courses and online lectures.

Summarizing the first year of implementation of the TIU development program, we can distinguish a number of results achieved: integration of practical-modular training; the share of the region's graduates in the total admission volume increased by 4% (76%); an increase in average state exam score by 3%. Practical modular training is a striking achievement of TIU. The education content is updated by strengthening its practical orientation, while maintaining the fundamental character of the knowledge gained. Emphasis is put on obtaining experience of practical activities at production sites. It is this training that forms professional and individual qualities of students that enterprises need to restart industrialization of their economic sector and, consequently, the domestic economy. We are talking not only about staff training, but also about forming a new education ecosystem, encouraging creation of high-tech innovative organizations based on universities (Maskaev et al., 2017). The authors also believe that for efficient development of the new university there needs to be transparency. On the part of the university's management, there is a certain limitation of information which fenced off students and teachers without giving them a participation advisory voice during the merger of the two universities. During 2016-2017 there was no monitoring of public opinion or formation of two-way dialogue communications initiated. All organizational decisions in the form of decrees and orders go down from above and are approved without considering students and teachers views. Along with this, there is academic departments, institutes merging, there is moving to other

buildings, there is a significant increase in tuition fees.

RESEARCH METHODOLOGY

Methods used in the research – Rosstat statistical data analysis, study of the University analytical documentation, method of correlation analysis, method of interviewing and method of questionnaire survey. Initially, interview was done on experts, which included representatives of institutes directorates, heads of departments, and faculty staff of TIU. Then, an Internet survey of TIU students was conducted in May-June 2017 and in March 2019, through the VKontakte social network. In applied sociology, among a variety of types of surveys (questionnaires, interviews, telephone surveys, etc.) Internet surveys have now taken a special place and have gained the greatest importance in the process of collecting the necessary data about the audience of young adults. Sociologists rightly note the lack of knowledge about online research, emphasizing strengths and weaknesses of surveys in social networks. Together with a list of disadvantages of online surveys, researchers of this topic also note obvious advantages, such as saving resources, wide coverage, quick polling, in-process monitoring, etc (Mavletova, 2010; Strebkov, 2010). Yu. Yu. Dolzhenko and A. S. Pozdnyakova (Dolzhenko & Pozdnyakova, 2015) explain the growing popularity of online questionnaires by the following factors: the number of respondents is not limited, convenient methods of send-outs to participate in the questionnaire, there is no dependence on the location of the respondent, fast and accurate processing of results, etc. The decisive argument for undeniable advantage of the Internet survey was the daily presence of students in social networks, outside of which communication or study at the university is no longer perceivable.

DISCUSSION OF THE PROBLEM

The goal is to assess the perception of the changes occurring in TIU by students and faculty staff. The study was conducted based on TIU. Respondents for interviewing were chosen to be institutes directorate, department heads, faculty staff (32 persons), survey participants in 2017 (205 students) and in 2019 (244 students). After some time since the merger at TIU, a group of experimenters conducted a pilot study to find out the initial opinion of experts about the merger of the two large universities. The obtained results from 2017 were tested (Stavetskaya, 2017) and considered during further correlation analysis. As a result of the interview, the following was revealed. The question «How do you assess the implementation of the flagship university program?» 42% responded «positively», 30% of respondents reacted negatively and the remaining 28% of the respondents refused to answer. In the comments one could hear the following answers: «Positively, the main thing is that it will preserve the potential of existing universities»; «They did not have time to realize the concept of the new university, no one discussed it with teachers»; «Negatively, university's strategy was not clearly worked out, students, teachers and the educational process should be in the foreground, but instead it is income, prestige, etc. that is put forward».

The question «Can the status of the new university affect the quality of student training?» The results were as follows: 58% of the experts said no, 42% of the respondents said yes. The faculty staff commented on the negative answers with the fact that «The new name of the university and the mission formulated in a new

way, no matter how impressive it was presented on paper, is unlikely to affect the quality of students' training». In the positive answers one could hear that «It will affect. Of course, one should not expect an instant effect, but over time, the status and new funding of flagship university will ensure a high level of student training, graduates will be in demand in the region». The question «Is the new flagship university able to fully expand the possibilities of scientific activities for the faculty staff and students?». The results were as follows: 58% of the respondents answered «yes», 42% of the respondents answered «no». Assessing the scientific activity of the future flagship university, the experts suggested that «The flagship university is aimed at new directions in scientific activity, the formation and development of reference universities is beneficial for the state, the model of the university is built as a regional scientific and innovation center».

Thus, in the process of interviewing experts, it can be stated that the majority of respondents do not see essentially any prospects for significant changes in the quality of students' training, in the process of cognitive innovation in science, or in updating the material and technical base in the coming years. At the same time, the faculty staff hopes for a positive effect from the merger of the two universities and the obvious focus of the university on promoting the socio-economic development of the region. It is important to understand how students perceive the fact of organization of the new flagship university, which they unexpectedly faced? In this regard, in May-June 2017 an online survey of TIU students was conducted using the «VKontakte» social network. The drawing was random; 205 TIU students took part in the survey. The result of the survey showed the following. The question «Do you know that currently a program of flagship universities organization is being implemented in the country?». The following answers were received: 46.5% had heard about the universities reform, but not interested in this issue, 31% do not know and have not heard about the higher education reform and the remaining 22.5% of respondents are informed about the creation of flagship universities, but have no idea about its essence. Thus, while every third student did not know about the new status of the university, students' unawareness about the integration of higher education institutions are coming to the foreground.

The question «Express an opinion, can a change in the status of a university have an impact on the quality of student's learning?». The answers were distributed as follows: 40% were not at all sure about this; 38.5% believe that the university's new mission is aimed precisely at this, therefore the quality of education will gravitate to the world standards; one in three believes that reorganization of the university will not affect the quality of education. «Will the new status of the university create an environment facilitating expansion of employment opportunities for the graduates?». Respondents answered as follows: 56.5% believe that «more no than yes», 24% responded «no», 19.5% – «yes». The question «Which areas do you think should TIU develop as a flagship university?». Response options and the opportunity to write one's own option were presented. The results were as follows: 48% of students decided that this was «graduates' employment», 42% – «various material incentives», 7% – «international cooperation», 3% – «scientific research competitions and grants». Thus, the results of the Internet survey among TIU students conducted in May-June 2017 indicate that awareness of innovations in the university and in the higher education system among students is superficial. Students are incredulous about changes in the university. At the same time, part of the students surveyed hope that the status of a flagship university will contribute to the employment of graduates, and the quality of education will meet international

standards.

In March 2019, a sociological survey and correlation analysis was again carried out among the TIU students in the «Vkontakte» social network. Students were offered a series of closed and open questions. There were 244 respondents who expressed their opinion. The results of the survey indicate the following. Answering the question: «Does the flagship university matter to you?» Students decided: «yes, it does» – 50.9%, with the comment «here I will get the skills and knowledge that will be useful in employment». «It doesn't» – 49.1%, with a comment «I was satisfied with the former university (TGASU / TGNGU)». Answering the question: «Do you see real improvements in the technical base of the new flagship university?». They answered negatively – 58.8%, positively – 41.2%. Given that the quality of education is an important factor, the following question was asked: «In your opinion, will the flagship status of the university contribute to improving the quality of education?». The answers were distributed as follows: 65.8% answered «no», 18.4 % answered «hard to answer», 15.8% «the quality of education will gravitate to the world standards». Answering the question: «What areas, in your opinion, TIU needs to develop as a flagship university?». The results of the answers lined up in the same sequence as a year ago, only in a different percentage: 61.9% – «employment of graduates», 15.9% – «various material incentives», 12.4% – «international cooperation», 9.7% – «scientific research competitions and grants».

Considering that employment is of great importance to students, the following question was asked: «Will the employment opportunities of graduates expand due to the new status of the university?». The results of were as follows: 42.1% of the respondents answered «no», 39.5% answered «yes», 18.4% of the respondents said «hard to answer». We would like to emphasize the fact that, according to the results of internal monitoring, TIU graduates are in demand and they are successful specialists. The largest stakeholders of Russia are interested in them (Rosneft, Gazprom, LUKOIL, Transneft, Sibur Holding, Surgutneftegaz). The result of close cooperation is a consistently high percentage of employment of TIU graduates (83-87%). In addition, there are employment problems in Russia today, but the situation on the labor market in the Tyumen region continues to be strong, stable and characterized by positive dynamics of the main indicators. At the beginning of 2018, the number of vacancies was 22 412, which is 15.4% more than at the same date last year (Galaguzova & Luzhkov, 2009). And the interesting point in this context, according to the authors, are the responses to the question: «How do you understand the meaning of the TIU's new mission: transition from «Educational university» model, to the «First University of Corporations» model?». 44% of respondents found it hard to answer and did not express any interest about studying the new mission of TIU; 30% of respondents associate «cardinal breakthroughs in the training of specialists» with the possibility of graduates employment in large corporations; 26% of respondents answered quite aggressively – «sheer show off, behind which there is nothing», «it sounds loud, but nothing will change», «so what, now they will not educate, but only earn profit?».

On the part of the students, the negative attitude towards the new mission of flagship university, focused on the need to move from the model of “Educational University” to the model of «First University of Corporations», is understandable. In the university's new mission students see concentration on the task of improving university's global prestige, of achieving big profits, but they do not see real prospects for employment of graduates - the most pressing issue of today. However

education corporation (Osipova et al., 2018; Brykalova, 2009) is regarded as a complex system, having a multilevel composition consisting of big number of interconnected elements (resources), coexisting both with each other and with the external environment and united into subsystems for achieving a common goal and tasks for all members of this corporation. From which it follows that students have a negative opinion about the ability of the new university to improve the quality of education, they do not see a real aspiration of the new university to the world educational standards or a noticeable update of the technical base of the flagship university, but at the same time they expect to improve the quality of education and expand employment opportunities. At the same time, the faculty staff hopes for a positive effect from the merger of the two universities and the obvious focus of the university on promoting the socio-economic development of the region.

CONCLUSIONS

Thus, the Tyumen Industrial University is currently the largest educational-scientific-industrial complex in Russia. It is one of the first in the country that received the status of a flagship university. In accordance with the tasks of the region, the leading engineering university in Western Siberia provides training in strategically important oil and gas and construction industries for the country. Summarizing the results, the evaluation perceptions of students and faculty members, it can be stated that, in spite of the negative opinion of students about the formed university, in respect of performance indicators and roadmap performance university achieved some results in changing its position in the region:

1. Modernization of educational activities: Concerning modernization of educational activities: active introduction and use of new educational technologies by teachers, primarily practical modular training; expanding network interaction within the framework of the National Technology Initiative and the «University of NTI «20.35» project; increasing knowledge level of foreign languages by teachers and students; 23 major programs have been updated to date; summarizing results of the All-Russia competition of scientific and technological projects called «Engineering reserve of Russia. Building an industrial future together»; the TIU Higher Engineering School innovative project was implemented, with the help of which the university creates a special ecosystem that forms engineers who are able to design tools for managing the future; the Arctic Master's program was opened, the uniqueness of which lies in the fact that it consolidates the types of activities that are in demand in the circumpolar zone. There are no analogues of such a master's program in the project-educational space in Russia.

2. Modernization of research and innovation activities: Modernization of research-innovation activities: publication activity increased, there was a twofold increase in the number of articles in Scopus, and more than three-fold increase in the number of publications in the Web Of Science; the quality of innovative products offered by the university in the interests of industrial partners, regional and municipal authorities has improved; active promotion of innovative products: participation in international exhibitions, forums, making license agreements with industrial partners.

3. Development of staff potential: Development of staff potential: implementation of a new quality assessment of higher education teacher's professional activity (grades-wage levels, depending on performance of each employee).

4. Modernization of the university management system: Modernization of the university management system: a board of trustees and a supervisory board have been created; the number of student associations has increased.

5. Modernization of the material and technical base and socio-cultural infrastructure: Modernization of the material and technical base and socio-cultural infrastructure: the TIU material and technical base is improving (a new SIBUR branded zone appeared in 2018); educational and laboratory university buildings is modernized; university's modern information space (IT platform) continues to form.

6. Development of local communities, urban and regional environments: the Smart City strategic project is being implemented. The project covers more than 20 areas («Smart Road», «Smart Production», «Smart Home», housing and municipal services, ecology, education, medicine, etc.), in the development of which there are 17 flagship university departments and the TIU Multidisciplinary College are involved today.

All these achievements confirm the status of a flagship university that works for the economy of the region and is the propeller of growth and development of the Tyumen region.

CONFLICT OF INTEREST

The author confirms that the presented data do not contain any conflict of interest.

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