

THE MISSION OF THE REGIONAL UNIVERSITY AND ITS FOCUS ON THE DEVELOPMENT OF HUMAN CAPITAL IN THE REGION

Kharchenko L. N.¹, Dzhahbarov M. A.², Kotova N. S.³, Ozdoeva M. M-A.⁴, Petrova M. V.⁵, Petrova N. P.⁶, Pivnenko P. P.⁷

^{1,2}North-Caucasus Federal University, Russia, ³Russian Presidential Academy of National Economy and Public Administration, Russia, ⁴North-Caucasus Federal University, Russia, ^{5,6}South Federal University, Russia, ⁷Rostovsky State Medical University, Russia.

Email: ¹asia@prescopus.com, ²michael.l@prescopus.com, ³peter.seliverstov@prescopus.com, ⁴editor@prescopus.com, ⁵russia@prescopus.com, ⁶editor@prescopus.com, ⁷editor@prescopus.com

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Abstract

The purpose of the article: The article clarifies and justifies the mission of a modern regional university, which focuses on the activities of a university on the development of human capital in the region.

Materials and methods: Based on the data of scientific literature, strategic documents of the state, materials of regional statistics, surveys of respondents, the strategic direction of the formation of a regional university is justified - orientation of its mission, research and educational activities on the development of human capital. A range of directions for improving the functioning of a regional university has been proposed and justified in order to bring the content of its activities in line with the regional focus and the new mission.

Results of the research: Regional universities are presented in the article as high-tech educational organizations of higher education, the vector of strategic development of which should be focused on maximum integration into the economy and social sphere of the regions. Structural components of human capital are proposed - education capital, health capital, labor, cultural and moral capital, intellectual capital, entrepreneurial capital, social capital, cyclically interacting with each other in the process of personal and professional development of a teacher.

Applications: This research can be used for universities, teachers, and students.

Novelty/Originality: In this research, the model of The mission of the regional university and its focus on the development of human capital in the region is presented in a comprehensive and complete manner.

Keywords: regional higher education institution, federal higher education institution, flagship higher education institution, human capital, region, development.

INTRODUCTION

At present, in the space of Russian education, regional universities are becoming established - federal and flagship universities, which have the mission to be multifunctional scientific and educational centers integrated into the economy and social sphere of a certain region. And multifunctional features should be manifested in the fact that regional universities should perform in the region and for the region not only educational, research, innovative-designed, and innovative-commercial functions, but also managerial, social, cultural and educational and service functions ([Markaryan, Kharchenko, 2017](#); [Khmeleva, 2012](#)).

Actually, federal and flagship universities are prognostic models of new regional high-tech educational organizations that should become drivers of regional development ([Markaryan, Kharchenko, 2017](#); [Bachiev et al., 2017](#)), or regional determinants of socio-economic development. Our point of view is that the driver of all changes in the region should be an innovative person - a category meaning that every teacher, student, graduate of a regional university should become adaptive to permanent changes - in their own life, in economic and cultural development, in development of science and technology - an active initiator and producer of these changes with projective or "design-thinking" ([Kotova, Mitusova, Gelpey, 2018](#)).

Regional higher education institutions should proceed to the practice of so-called perspective management that corresponds with the needs of the environment in which they operate. In this regard, according to opinion of the researchers, federal and flagship universities, through the implementation of multi-disciplinary educational and research programs, should be focused primarily on the reproduction of staff potential and intellectual resources of a particular region, they should play the role of regional centers of continuing education and regional science (Development Program of Don State Technical University (DSTU)). And, focusing the attention of these universities on regional problems is a manifestation of the processes of diversification and regionalization that continue permanently in higher education ([Gonik et al., 2016](#)).

At the same time, the researchers note that in the process of the formation of regional universities, there are obvious contradictions, first of all:

- Between the need to establish regional universities as social regulators of public life as required by the emerging regional community and developing regional economy, and the lack of integration of universities in these processes;

- Between the need for an exponential growth of the share of the intellectual potential of regional universities in the total aggregate of the social product of the region and, most importantly, in the region's managerial resources, and the extremely insufficient use of the intellectual potential of these universities as such a resource [Youtie, J., & Shapira, P. \(2008\)](#).

The listed contradictions can be leveled, thanks to the purposeful work of the professional scientific and pedagogical community of universities in the formation of a specific (regional) quality of human capital.

Thus the purpose of the research and this publication is to determine the main activities of regional universities in the formation of the human capital of a particular region. The obtained data can form the basis of the conceptual design and development of the model of a regional university as a regional high-tech educational organization, as well as a regional management model with an intellectual center - a regional university [Caniëls, M. C., & van den Bosch, H. \(2011\)](#).

METHODS

Southern (SFedU) and North Caucasus (NCFU) federal universities and Don State Technical University (DSTU), which received the status of the Flagship University of the Rostov region, were the objects and the basis of the research. For substantiation of the theoretical and applied propositions and argumentation of the findings in the proposed article, the system, comparative, dialectical, sociological and factor analysis were used, as well as statistical methods and methods of logical modeling.

The information base of the research was the data of scientific literature and materials of the state strategic documents of the Russian Federation, for example, "Strategy of scientific and technological development of the Russian Federation until 2036", reference materials, data of statistical reporting for the Rostov region and Stavropol Territory, development programs of SFedU, NCFU and DSTU for 2016-2020, the results of expert surveys of carriers of human capital - managers of universities, teachers, students, employers, and data analysis of the products of research activities of teachers and researchers of regional universities, conducted by the authors during 2018.

RESULTS AND ITS DISCUSSION

The analysis of primary sources allowed to reveal in countries with economy in transition is associated with human capital by 64%, with natural capital by 20% and, only by 16% with physical capital, including equipment, buildings, and production infrastructure [Youtie, J., & Shapira, P. \(2008\)](#).

According to researchers, up to 40% of the gross national product, the most advanced countries receive as a result of the development of an effective system of higher education. Investment in education is beneficial for both the individual and society as a whole. From an economic point of view, investment in the development of education pays off most quickly. According to American experts, 1 dollar of expenses in the education system gives 3-6 dollars of profit ([Karmazina, 2014](#)).

In our country, at the dawn of Soviet power, in the works of S.G. Strumilin, was shown a quick return on the expenses for general education and its high profitability. According to the scientist - a Soviet academician, the capital expenditures of the treasury on schooling "pay off with interest in the first 1.5 years, and over the next 35.5 years, the state receives net profits for this capital at 73% per annum, for the profitability of such an investment of capital, it would be difficult think up something, and, according to his calculations, an education corresponding to 14 years of schooling gives an increase of qualification at least 2.8 times more than the length of experience corresponding to the duration".

With his calculations and thoughts, the scientist anticipated many of the ideas expressed much later in studies of foreign and Russian economists and sociologists dealing with the problems of human capital, as well as social and economic efficiency of education.

Nevertheless, despite the available notions and the fact that regional analysis markedly enriched ideas about human capital, its role in the socio-economic and innovation development of regions, only in certain strategic programs and documents on the development of regions and regional universities there are sections nominally related to human capital management and its role in socio-economic and innovation development [Caniëls, M. C., & van den Bosch, H. \(2011\)](#).

A positive but rare moment is that in the summer of this year in Russia, in the Khabarovsk Territory, there was a federal session under the title "Human Capital" of the All-Russian youth educational forum "Amur". The participants of session presented and discussed such important projects for the regions as "urban environment", "ecology", "ergonomics and territorial communities", "entrepreneurship", "business development", various social projects: "Cultural events and traditions", "Communities of practice", "Trade unions", etc. In our opinion, the holding of such event is an encouraging sign and a vector indicating the most important goal of the development of higher education and the state - human capital.

If we continue to talk about universities, most of the teachers of domestic universities are simultaneously (or, more precisely, considered) scientific workers, that is not entirely correct. As the results of the analysis of publications of teachers show, the effectiveness of their scientific or methodological research is extremely low. They conduct even fewer researches related to specific regional conditions or problems. And this tendency seems to be common because researchers note a tendency to reduce the quality of intellectual capital as component of the human capital of teachers ([Kharchenko, 2014](#)). At the same time, there is a decline in the social significance of the profession of teacher, the social and economic

status (including the level of wages) of this professional group is clearly lower today in comparison with the status it occupied in previous years.

At the same time, the decline in the quality of human capital and the deterioration of the conditions for its formation affect the reduction of the field of interaction between regional universities and employers and contribute to the outflow of creative young people from higher education. This state of affairs should not be.

This happens because the policy of personnel management in regional universities, most often limited to hiring and firing, salary payment, safety control and labor protection, and motivational, value, semantic factors of management are in the last place or they are not considered as managers at all [Caniëls, M. C., & van den Bosch, H. \(2011\)](#).

It is time to grasp that the management of a regional university, which adheres to a process approach in management, significantly reduces the quality of human capital development, both for academic staff and students. At present, there is an economic and market need for a transition to a systemic and, most importantly, person-oriented approach to management, precisely because of the absence of such an approach, the quality of human capital is declining and an increasing number of regional universities of the country are ineffective.

It is necessary to understand that the mission of higher education, realized by a federal, flagship, and any other institution of higher education, goes far beyond the framework of simple knowledge transfer and training of specialists. And exactly the regional universities have had the honor at the present stage of state development, to be responsible not only for the training of highly qualified specialists, but also for the design of regional development programs and scientific research in the field of science, technology and education [Huggins, R., & Johnston, A. \(2009\)](#).

For the Rostov region and the Stavropol Territory, the solution of these problems is quite topical, because according to the index of development of human potential calculating which takes into account such indicators as the index of incomes, life expectancy, longevity index, literacy, the proportion of students from 7 to 24 years old, the index of education, named regions occupy only 45 and 46 places in Russia respectively.

And the first thing that needs to be taken care of is the preservation and enhancement of the corporate human capital of regional universities. In this case, the words of Bill Gates expressed in the book "Business at the Speed of Thought", where he writes about the need to increase corporate IQ, and has in mind not only the total number of smart employees, but also the fact that when they quit, people take away knowledge and experience from the company, are relevant. Therefore, corporate IQ is the preservation and accumulation of knowledge in the company, and the free dissemination of information, which allows employees to use each other's ideas. This process requires systematization, and systems of knowledge management are the main tool here.

From the point of view of modern ideas, human capital is considered as a system of cyclically interacting elements (capital of education, health capital, labor, cultural and moral capital, intellectual capital, entrepreneurial capital, social capital), ensuring the ability to participate in social and labor relations and functioning in the direction of increasing the quantitative and qualitative level of welfare of the subject - the carrier of human capital. The subject or carrier of human capital can only be an employee of the university. Ideas about the human capital of the university department, the university as a whole, the industry, the region, and the state can be obtained by summing up and averaging the values of the human capital indicators of its individual teaching staff - citizens of Russia ([Boucher, G., Conway, C., & Van Der Meer, E. \(2003\)](#)).

Regional universities - SFedU, NCFU, DSTU, need to ensure their contribution to the total public human capital, which is the unity of the accumulated stock of the aggregate of the creative qualities of individuals and the qualitative characteristics of the aggregate worker functioning within the boundaries of the actually existing structural forms of reproduction:

- Social reproduction at the regional level;
- Corporate reproduction at the university level;
- Collective reproduction at the level of the department, laboratory;
- Individual reproduction at the level of teachers, researchers, students, educational support staff, etc ([Boucher, G., Conway, C., & Van Der Meer, E. \(2003\)](#)).

.Thus, assessment of the quality of human capital of a regional university and the effectiveness of the system for managing of the development of this capital must be carried out from the standpoint of, first, determination of the interests of the progressive development of the region and, secondly, of the reproduction of capital at all levels - from individual to regional ([Boucher, G., Conway, C., & Van Der Meer, E. \(2003\)](#)).

The corporate human capital of a regional university is made up of individual human capital, therefore individual investments in human capital of research and teaching personnel and students are justified and paid back, since they have external social consequences, which, in turn, form indirect economic benefits ([Boucher, G., Conway, C., & Van Der Meer, E. \(2003\)](#)).

As shown by B. Sianesi and I. Reenen, a higher level of education in the region's population implies better health, fatherhood and motherhood, lower crime, a better natural environment, wide political and social cooperation, and greater

social cohesion. It is especially important that each of the listed characteristics of a regional community, in turn, has positive feedbacks with economic growth (Sianesi, Reenen, 2002). In this approach, the existence of educational overflows (not taken into account the making of individual decisions about investment in education) positive for the entire economy of a particular region, is an important economic rationale for public support for higher education.

Thus, regional - federal (SFedU, NCFU) and flagship university (DSTU) are science-intensive educational organizations of higher education, the strategic development vector of which should be focused on maximum integration into the economy and social sphere of the regions, in order to ensure the upward reproduction of the quality of life, through reproduction of specialists with high quality of human capital, including the regional component.

To build such a strategy, regional universities need:

1. To analyze the state of the human capital of a certain region, on the basis of the data of which form the marketing policy of universities (Huggins, R., & Johnston, A. (2009);
2. To carry out an analysis of the state of human capital of universities, on the basis of data about which, to form project, research, educational and other teams or groups of strategic and tactical development; focus on the development of human capital in universities should be an integral part of strategic planning, it is necessary to understand what exactly human capital guarantees quality at all levels of activity of regional universities;
3. To develop a concept for managing the development of human capital in named regions and in higher education institutions, to adjust the mission of regional universities and the model of a specialist produced by such universities, based on the aforementioned concept (Caniëls, M. C., & van den Bosch, H. (2011);
4. University management needs to determine: requirements in human capital, based on business strategy, labor market analysis and employment management; carry out the selection and adaptation of carriers of human capital, planning of career for staff of university, their professional and administrative growth, taking into account changes in the state of human capital and the demand for specialists in the region.
5. To develop criteria for determining the quality of management system of the human capital and diagnostic procedures for implementation of control and monitoring of the quality of the functioning of this system in regional universities, it is possible to create an organizational and managerial structure or an introduction to the staff list of the specialist of development human capital;
6. To develop together with employers long-term plans for training specialists for regional socio-economic spheres with given qualities of human capital, using in this process the potential of professional education aimed at the development of the value-semantic sphere of the future specialist's personality.

FINDINGS

Having a review of the question of the role of regional universities in the development of human capital in the region, the authors formulated the following conclusions:

- Regional university - a type of university that differs by its multifunctionality, focusing on the needs of the state and business, at the same time, in the development process it becomes a regional "service", providing a close link between training and research, training and production, training and cultural service;
- Success, the competitiveness of a regional university can be assessed through the measurement of indicators such as the intellectual potential of the university, resource, and financial support, the motivational potential of the participants in the educational process, but, most importantly, the focus of the university on the development of human capital;
- The regional university in its activities should be focused on the formation of a regional nomocracy- training people who determine state policies and functions in the region based on a scientific analysis of socio-economic and environmental situations that predict the development policy of the region as an integral part of a single global ecological -economic-social system.

To achieve the set parameters, the regional university needs a new concept of management, a cardinal revision of the role of the manager of the university, the university's mission, in the direction of creating a system for managing the development of positive human capital at the university.

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