

Artículo de investigación

Administrative management of universities: background and consequences

АДМИНИСТРАТИВНОЕ УПРАВЛЕНИЕ ВУЗАМИ: ПРЕДПОСЫЛКИ И СЛЕДСТВИЯ

Gestión administrativa de instituciones de educación superior: antecedentes y consecuencias

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Abstract

The aim of the study is to empirically substantiate the theoretical analysis of the prerequisites, challenges and trends of modernity, causing global changes in the management system of modern universities. These include massing, the pragmatism, standardization, marketization. These trends determine the transformation of the management system of universities in the direction of administration, which, on the one hand, acquires the ability to meet the challenges of our time, and, on the other hand, reproduces the pathological processes characteristic of quasi-corporations.

Methodology. The sociological study was aimed at studying the dispositions of the participants of the educational process regarding the negative consequences arising in the management system of the University. For this purpose, General scientific and private scientific methods were used: comparative and system analysis, bibliographic research, analysis of documentary sources. Data collection was carried out with the help of a sociological survey of respondents, in-depth interviews of experts. The results were processed in Vortex and Microsoft Excel.

Main conclusions. The authors identified and analyzed the possible benefits and negative consequences of excessive expansion of the scope of administrative practice in higher education. These include reduced interest in work, reduced creative activity and limited opportunities for creativity, the image of activity at the expense of real activity, quantitative growth of the management apparatus, nepotism and favoritism, violation of the integrity of

Аннотация

Целью исследования является эмпирическое обоснование теоретического анализа предпосылок, вызовов и тенденций современности, обуславливающих глобальные изменения в системе управления современными вузами. К ним относятся массирование, прагматизация, стандартизация, маркетизация. Эти тенденции определяют трансформацию системы управления вузами в сторону администрирования, которое, с одной стороны, приобретает способность отвечать вызовам современности, а, с другой стороны, воспроизводит патологические процессы, характерные для квазикорпораций.

Методология. Социологическое исследование было направлено на изучение диспозиций участников образовательного процесса относительно негативных последствий, возникающих в системе управления вузом. Для этого использовались общенаучные и частнонаучные методы: сравнительный и системный анализ, библиографическое исследование, анализ документальных источников. Сбор данных осуществлялся с помощью социологического опроса респондентов, глубинных интервью экспертов. Результаты были обработаны в Vortex и Microsoft Excel.

Основные выводы. Авторы выявили и проанализировали возможные выгоды и негативные последствия чрезмерного расширения сферы применения административной практики в высшем образовании. К ним относятся снижение

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information flows, unjustified formalization of internal processes, loss of confidence in the leadership.

Novelty / originality of this study. The materials of the study allow us to expand our understanding of the management system of administrative type universities, its advantages and disadvantages. The results of diagnostics can be used in the activities of state bodies managing the system of higher education, higher educational institutions in the process of improving the management of the University.

Keywords: University, administrative management, formalization, standardization, imitation.

интереса к работе, снижение творческой активности и ограниченные возможности для творчества, изображение деятельности в ущерб реальной деятельности, количественный рост управленческого аппарата, кумовство и фаворитизм, нарушение целостности информационных потоков, необоснованная формализация внутренних процессов, потеря доверия к руководству.

Новизна / оригинальность данного исследования. Материалы исследования позволяют расширить наши представления о системе управления вузами административного типа, ее преимуществах и недостатках. Результаты диагностики могут быть использованы в деятельности государственных органов, управляющих системой высшего образования, высших учебных заведений в процессе совершенствования управления вузом.

Ключевые слова: университет, административное управление, формализация, стандартизация, имитация, исследование.

Resumen

El objetivo del estudio es corroborar empíricamente el análisis teórico de los requisitos previos, los desafíos y las tendencias de la modernidad, causando cambios globales en el sistema de gestión de las universidades modernas. Estos incluyen la concentración, el pragmatismo, la estandarización, la comercialización. Estas tendencias determinan la transformación del sistema de gestión de las universidades en la dirección de la administración, que, por un lado, adquiere la capacidad de enfrentar los desafíos de nuestro tiempo y, por otro lado, reproduce los procesos patológicos característicos de las cuasi- corporaciones Metodología. El estudio sociológico tuvo como objetivo estudiar las disposiciones de los participantes del proceso educativo con respecto a las consecuencias negativas que surgen en el sistema de gestión de la Universidad. Para ello se utilizaron métodos científicos generales y científicos privados: análisis comparativo y de sistemas, investigación bibliográfica, análisis de fuentes documentales. La recopilación de datos se realizó con la ayuda de una encuesta sociológica de los encuestados, entrevistas en profundidad de expertos. Los resultados se procesaron en Vortex y Microsoft Excel. Principales conclusiones Los autores identificaron y analizaron los posibles beneficios y las consecuencias negativas de la expansión excesiva del alcance de la práctica administrativa en la educación superior. Estos incluyen un interés reducido en el trabajo, una actividad creativa reducida y oportunidades limitadas para la creatividad, la imagen de la actividad a expensas de la actividad real, el crecimiento cuantitativo del aparato de gestión, el nepotismo y el favoritismo, la violación de la integridad de los flujos de información, la formalización injustificada de procesos, pérdida de confianza en el liderazgo. Novedad / originalidad de este estudio. Los materiales del estudio nos permiten ampliar nuestra comprensión del sistema de gestión de las universidades de tipo administrativo, sus ventajas y desventajas. Los resultados del diagnóstico se pueden utilizar en las actividades de los organismos estatales que gestionan el sistema de educación superior, las instituciones de educación superior en el proceso de mejorar la gestión de la Universidad.

Palabras clave: Universidad, gestión administrativa, formalización, estandarización, imitación.

Introduction

Currently, the system of higher education in Russia is undergoing significant transformations. Globalization processes have the greatest impact on changes in the university environment. Global changes determine the main trends in the field of higher education: mass character, pragmatization, standardization, and marketization. These trends as social phenomena that determine the value contours of higher education are closely interrelated and largely determine each other.

Under their influence, Russian universities have transformed from a G2G supplier (Government-to-Government) of a selective demand product to a B2B supplier (Business-to-Business) of a mass-produced product over the past quarter century. Higher education has largely been transformed from a product (service) of a selective, competitive demand of the public sector into a product of massive, non-competitive (or low competitive) private demand - the population and companies (Aleshina, V., 2014). With the transition to a market economy and the growth in demand for some specialties, higher education institutions have the opportunity of private recruitment, in order to attract a larger contingent to maintain their financial stability.

However, "mass students" are significantly different from students at the expense of the state. The change in their ratio in the total volume of the contingent led to the simplification of the educational product to an easily digestible form available for mass demand, and a decrease in the competitiveness of universities. The increasing availability of knowledge, the main broadcasters of which universities act, leads to the devaluation of the entire higher education system and the destruction of its value.

The trend of "pragmatization" determines the orientation of higher education to meet the need for the most popular professions and is directly dependent on market relations. Pragmatization is expressed in the establishment of uniform organizational standards (federal educational standards of higher education, regulations, model regulations, job descriptions, basic professional educational programs, schedules, etc.). Standardization, characterized by the unambiguity and integrity of all internal university procedures, makes it possible to unify Russian education for its integration into the so-called international educational space, but at the same time it deprives the educational process of national subjectivity, that is, it depersonalizes it.

Modern globalization processes lead to a change in the established educational paradigm in classical universities, turning knowledge into a marketed process that requires entrepreneurial activity from each employee, department, and university as a whole. Thus, universities begin "to demonstrate entrepreneurial behavior as an organization, and university faculty members, students, employees should be entrepreneurs" (Konstantinov, and Filonovich, 2007).

The result of the marketization was the transformation of socially-oriented principles and values of higher education into organizational and managerial; in other words, classical universities are transformed into new-generation universities — entrepreneurial. Universities are beginning to combine the features of corporations whose activities are aimed at achieving financial well-being. In particular, the university "is considered as special – a "bureaucratic" type of corporation, where the manager (administrator), who has effective management skills, becomes the main influence figure, regulating financial flows, human resources, determining priority directions of university development" (Zaporozhets, 2011).

Literature survey

It should be noted that the consideration of universities as specific organizations goes back to the works of M. Weber (university as a bureaucratic organization). It is also relevant for modern social studies, since the strengthening of corporate principles in the activities of higher education institutions "fits into the framework of the general development trends of modern society, which is becoming increasingly "corporately structured" (Lugovskaya, 2018).

Comparing a university with a corporation is not a metaphor. On the contrary, it emphasizes their identity in many ways: hierarchical organizational structure, unity of goals, availability of material capital, legal independence, a large number of participants in corporate relations, and others. Thus, at present the university "does not serve corporations, but due to the peculiarities of its position, it successfully imitates them" (Zaporozhets, 2011, p.27).

Hypothesis

Strengthening the corporate side in the activities of the university requires the complexity of the

internal university management procedures, the introduction of strict administrative management, and the search for management mechanisms to enable the renewal of the higher education system to be launched.

Administrative management is characterized by a strong focus on economic efficiency and at the same time a low personality orientation. It is organically connected with the formation of a bureaucratic culture that relies on traditional management systems. The basis of traditional management systems is the unification of employees around the goals of the organization with the unity of command and the authoritarian leader. Within this culture, the principles of administrative management are formed. These include the following:

1. The presence of managerial (administrative) apparatus.

The university, as a subject of administrative law, has a certain structure of the object of management, presented in the form of a multi-level system of interdependence and relationships based on coordination, aimed at achieving a common goal. According to A.I. Prigogine, the organization deliberately introduces the preemptive right of one employee to make decisions about another, and the former receives the means of controlling the official behavior of another. In addition, the first workers are a clear minority, decisive for the majority (Prigogine, 2003).

The considered principle of administration implies a well-built hierarchical system of relations between structural units (functional and line managers) within one university, which is built on the basis of three signs: subordination, inequality and dependence, which are determined by the power nature of management. In modern conditions, the efficiency of a higher education institution depends on the structure of the administrative apparatus and the clarity of its functions. The optimal type of management, which is used in the university, is linear-functional, since it is most effective for performing permanent and repetitive tasks by functional managers: vice-rectors, heads of departments / departments and other services. The unity of command and the centralization of power are violated with such a structure, but the principle of unity of command for ordinary employees remains, it is canceled only for line managers.

2. Regulation of internal processes.

Regulations at the university (regulations, statutes, instructions, procedures, rules, recommendations, etc.) are an essential part of administration and play one of the most important roles in the quality of educational services, the implementation of basic functions by universities, and the establishment of general internal organization rules. Competently written documents regulating the functioning of institutions of higher education ensure the effective exercise of law-enforcement and law-enforcement functions. In addition, these documents are made to optimize management activities, to exercise the necessary controls, while ensuring the transparency, objectivity and non-subjectivity of the university management system. This leads to an increase in the personal responsibility of the executives, which ultimately helps to introduce the managerial process into a more stringent procedural framework, establish a clear algorithm of administrative actions, and make criteria and indicators for assessing the quality of the activities of university employees accessible.

3. Formalization of university processes.

Along with the principle of regulation in the system of administrative management, the principle of formalization is widely used, embodied in the mass production of consciously defined standards and forms. This is a kind of method of simplifying an object, reducing its complexity by fixing the objective elements of social reality in single samples (Prigogine, 2003). Formalization contributes to the simplification of management processes, based on the mechanism of visibility, which replaces the verbal-passive channel of transmission of management attitudes and decisions. As a result of the reduction in the number of management processes, the quality and speed of information flows at the university is increased to solve current and strategic tasks.

4. Use of administrative liability and rewards.

To ensure stability in collective interaction and to save managing energy, the university's administrative management system uses positive and / or negative sanctions (Prigogine, 2003). Administrative liability is an integral part of administrative coercion, when a preventive measure for failing to fulfill the assigned tasks serves as punishment or, on the contrary,

stimulating the correct behavior of all participants in an educational institution.

5. Development and maintenance of corporate culture.

The activity on the formation and maintenance of the corporate culture in the conditions of administrative management is expressed in the compulsory determination of the necessary values and norms of employees' behavior, and the unification of the collective around the mission and goal. Besides the fact that corporate culture is aimed at uniting subcultural components around a single strategic goal of an organization through managing socio-psychological mechanisms and group dynamics, it is a tool for creating a flexible, adaptive and thereby effective university management system. The natural results of administration in universities are: a high level of clarity, concreteness and consistency in the allocation of responsibilities and levels of responsibility, as well as strict regulation of all intra-university processes. It is possible to single out its characteristic advantages:

1. **Clear rules are established for the success of staff** that performs standard operations at the university. The rules are expressed in drafting the provisions of the organization-wide order, defining the organizational structure of the university, drawing up the staffing table of each structural unit of the university, writing job descriptions, and other provisions governing the organization's internal order, rights, duties and authorities of various levels of management. A clear division of labor leads to the emergence of highly qualified specialists.

The system of generally accepted formal rules that are of a coordinated nature ensures the uniformity of tasks, duties and coordination of actions of administrative staff in the process of solving various professional tasks.

2. **Key performance indicators are determined**, allowing to quantify the indicators of actually achieved benchmarks set for an educational institution. The estimates obtained determine the effectiveness of the work of individual structural divisions, including individual employees, and the university as a whole.

Due to a well-defined and successfully functioning system of key performance indicators envisaged by the administrative system, universities achieve the following positive results:

- Educational programs and events are constantly being improved by motivating employees to fulfill relevant goals;
- Improving the educational process by increasing the involvement of teachers;
- Increasing the prestige of studying at the university due to the achievement of high performance by the organization;
- Valuable employees are attracted and retained due to competitive total pay;
- The dependence of labor costs on the performance of a higher education institution is ensured by increasing the share of the bonus part in the total income of an employee;
- High employee engagement is achieved by understanding their influence on the results of the university;
- The premium part of income significantly increases due to high personal performance;
- Income increases due to the sustainable development of the university;
- A motivating work environment is created where colleagues strive to achieve a high overall result;
- Areas of responsibility and authority of all parties involved in the educational process are distributed (Review of key elements of an effective university management system: seminar. University MGIMO. Moscow, 2016).

3. **Formation and maintenance of the necessary corporate culture.** The presence of a developed corporate culture gives rise to a sense of belonging to the mission, principles and values of a higher educational institution among employees and participants in the educational process, it forms a sense of responsibility for the work assigned.

The administrative system unites people around their ideas, creating conditions to meet the individual needs of each employee, for which he remains in the organization. Therefore, the more an organization is ready to meet the basic needs of personnel, the more development-oriented actions this organization can receive from its employees. One of the key needs of the

individual is the need for security and stability, which within the administrative system is met by each employee through the establishment of clear rules, evaluation criteria, and performance indicators. Under administrative conditions, an employee clearly understands when, for what, at what time and for what incentive payment he will perform certain functional duties.

Methodology

However, any benefits of administration in a university management system always carry negative consequences, sometimes critical in their effects. In order to determine the negative consequences arising in regional universities, we conducted our own sociological research "Social risks of managing a regional university" from November 1, 2018 to February 1, 2019 in three state universities: Belgorod State National Research University (NIU "BelSU"), Belgorod State Technological University named after V.G. Shukhov (BSTU named after V.G. Shukhov), Belgorod State Agrarian University named after V.Ya. Gorin (Belgorod GAU). These are regional universities, which differ in contingent, number of employees, target orientation, but located in one region of the Russian Federation - the Belgorod region.

To collect data, a sociological survey method was used. The results obtained through questionnaires were processed in two computer programs - "Vortex" (descriptive statistics) and Microsoft Excel (construction of tables and charts). The study involved 364 respondents from among the teaching staff and 144 respondents from among the administrative and management staff of universities. In order to ensure the objectivity of the results obtained, a survey was conducted using in-depth interviews with open questions of 18 responding experts with research experience in higher education, 10-year experience in high school, and a PhD degree.

As the data showed, the majority of respondents - 77.5% of the number of administrative and managerial personnel and 71.5% of the number of scientific and pedagogical workers agree with the statement that the administrative nature of university management is increasing in modern conditions (Diagram 1).

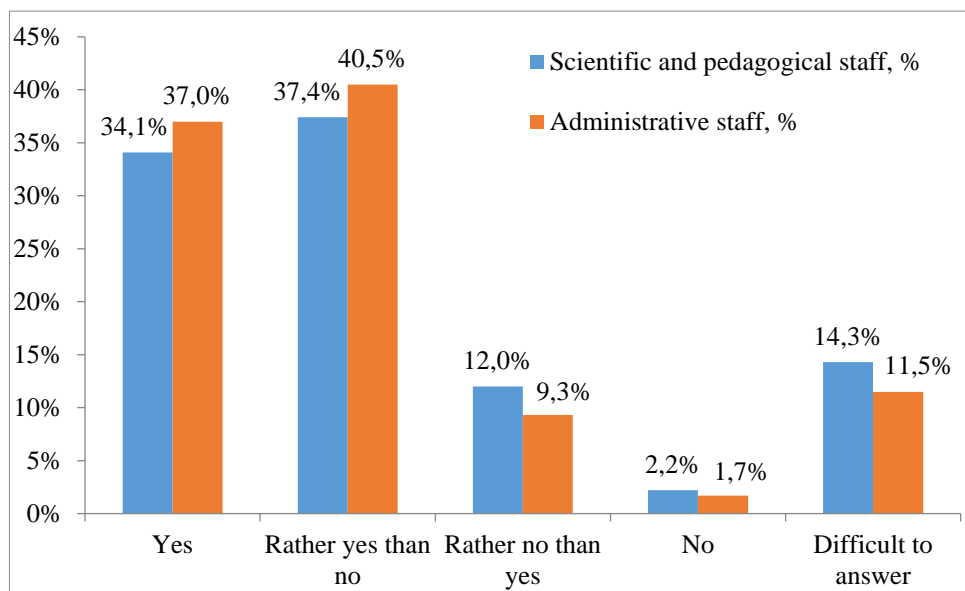


Diagram 1. Distribution of respondents' answers to the question: "Do you agree with the statement that at present there is a tendency to strengthen the administrative nature of the management of the university?" (% of the number of respondents) - based on the author's research

Abuse of administrative methods, as noted by the researchers (V.P. Babintsev, A.K. Klyuev, L.F. Krasinskaya, O.B. Tomilin, O.O. Tomilin, I.M. Fadeeva, and others) leads to the development of risk-taking situations in conditions of uncertainty in the interbased on the author's researchnal management, which in turn lead to typical negative consequences for all actors of the university space: administration staff, teachers and researchers, students and the university as a whole.

Findings

As a result of the study, the following most typical negative consequences were identified (table 1):

- **Decrease of interest in work or “professional burnout” (50% of respondents from the number of administrative and managerial personnel, 54% of research and teaching staff)**, the reason for which, according to L.F. Krasinskaya, is not only a discrepancy between the material reward and the effort expended, but also the lack of a proper assessment by the university management of the teachers' labor contribution due to the lack of professionalism of the leadership, lack of support and assistance from managers (Krasinskaya, L.F., 2008).
- **Reduced creative activity and limited opportunities for creativity (30% of respondents from the number of administrative and managerial personnel, 35% of research and teaching staff)** due to the impossibility of making any changes, since creativity in the administrative management system is considered as an obstacle to its functioning. It is known that the bureaucratic system implies a clear fulfillment of duties, following the rule that no employee has the right to exceed his authority, even if it is necessary to solve an important and topical problem facing the university. Any creative initiatives of employees are suppressed by an established management system, and forces employees to work in a strictly limited framework.
- **The image of activity to the detriment of real activity, in other words, imitation of meaningfully significant processes**, which leads to the abandonment of reflection and strategic action, to the development of natural

and uncontrolled organizational processes and relationships, to distortion of reality and infection by demagogy, provocation, falsification, profanation. Simulation practices in the management system are “a system of actions in which real values are replaced by a formal reproduction of operations and procedures, accompanied by their demonstration, declaration and decoration” (Babintsev, V.P., 2012). At the same time, the university administration presents imitation of labor activity as a necessary measure of replacing social reality with simulacra, which is focused only on improving the functioning of the university. As a result, all the participants in the management form a steady desire to play, turning imitation into a dependency, which can easily be defined as administrative political gambling (Babintsev, V.P., 2012). The reasons for the development of simulation processes in the management of an educational institution are lack of employee interest in solving strategic intra-university tasks, an increase in the number of employees of structural divisions duplicating each other's functions, a lack of a sense of achievement by an employee, an “anti-corporate” culture, an increase in workflow, and others.

According to the results of a sociological survey, respondents (practically, regardless of their status), in their answers, imitation was noted as the main negative consequence. This phenomenon “vividly reflects the vices, diseases and interference” in the functioning of a university, becomes the result of activity when artificial conditions are created for processes and phenomena intended to achieve specific (self-serving) imaginary socially significant, group or corporate goals. In such conditions, in the opinion of respondents, there is an imitation of “violent activity” not only by teachers (19% of respondents from the number of administrative and management personnel, 13% from scientific and pedagogical workers), but also by the administration (32% of respondents from among administrative and management personnel, 39% - scientific and pedagogical workers), students (47% of respondents from the number of administrative and management personnel, 44% - scientific and pedagogical workers).

- **A quantitative increase in the managerial staff (19% of respondents from the number of administrative and managerial personnel, 32% of academic and pedagogical workers),** manifested in an irrational increase in the number of administrative and managerial staff of the university "regardless of the workload - and even if there is none at all." (Parkinson, S. H., 1989). The university management system "grows quantitatively as a result

of an increase in the number of employees performing professionally managerial functions (mainly routine), as well as an increase in the employment of academic and support staff by solving administrative tasks" (Klyuev, Tomilin, Fadeeva, Tomilin, 2018). Moreover, the apparatus is growing at a faster pace than the increase in the number of those whose interests they are meant to serve (Fig. 1).

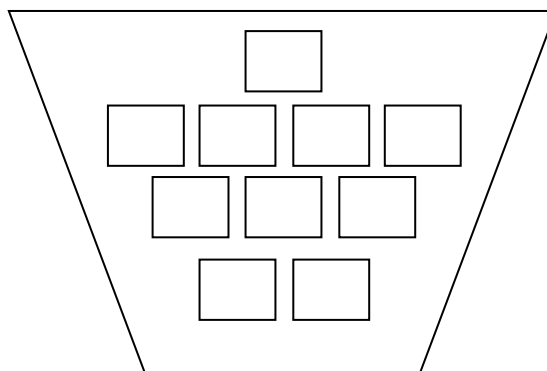


Fig. 1. Organizational structure in the face of growing managerial staff (based on the author's research)

Such an unjustified increase in the number of functional services and / or functional managers (in other words, there is an increase in red tape) leads, firstly, to instability of internal management, secondly, to a decrease in the efficiency of actions aimed at solving this problem, thirdly, to an increase in vertical links in the organizational structure, fourthly, to the loss of significance of horizontal links at the lower level of the hierarchy, fifthly, to the maximum pressure at the lower levels.

- **The irrational bureaucracy, in other words, nepotism and favoritism (11% of administrative and managerial personnel, 21% of academic and pedagogical workers),** characterized by promotion to leadership positions of people who are not worthy of their position. Phenomena such as nepotism (based on kinship, "nepotism") and favoritism (expressed in the choice of a favorite) impede the career development of highly qualified and experienced employees and lead to the creation of managerial positions, and sometimes entire departments for their proteges, etc. e. preferred managers.

Ultimately, this contributes to the development of corruption and threatens the organizational development of universities.

It should be noted that favoritism and nepotism, as a rule, cause a chain reaction: if a manager prefers to put his favorites in high positions, then they do the same thing, taking their proxies as deputies (Safina, D.M., 2013). In higher education institutions, the "Sinecourt Institute" flourishes, where posts are distributed on the basis of kinship and other ties. Thus, irrational bureaucracy leads to "seizure of regulation", "rupture of the salaries of management and ordinary employees" (Trubnikova, E.I., 2016).

- **Destruction of the integrity of information flows (18% of respondents from the number of administrative and managerial personnel, 22% of academic and pedagogical workers),** characterized by an increase in the number of information links, each of which changes the content of information from the source to the recipient. The reasons for this phenomenon are the "inflating

of the administrative apparatus” and the excessive length of the information chain, which is rewritten due to personal characteristics, divergence of goals and functions of the participants in the interaction. The orders of managers may not correspond to the situation, not be perceived by the executors, be duplicated, contradict earlier orders and orders. Thus, at the level of functional relationships, contradictions arise that negatively affect corporate processes and contribute to the development of organizational dysfunctions correlating with it: loss of control of the organization’s control subsystem over its managed subsystem, staff collusion for using organizational opportunities for their own purposes, to the detriment of organizational differences. actions and goals, blurring of responsibility.

- **Unreasonable formalization of internal processes (50% of respondents from the number of administrative and managerial personnel, 50% of academic and pedagogical workers)**, associated with an avalanche-like increase in university workflow, the number of university staff, increased dominance of formalized principles and tools for doing business, which are “voluntaristic, omnipresent, aspiring to do any situation as she wishes, to harm others, hinder their creative development, prevent them from working normally (Gobozov I. A., 2009).
- **Loss of trust in management (23% of administrative and managerial personnel, 34% of academic and**

pedagogical workers), as a result of oligarchic administration of inadequate traditions, expressed in excessive concentration of power in the governing body and curtailment of workers' rights, complemented by an increase in the administrative status of the boss and a decrease in his responsibility for solutions. There is a “seizure of regulation”, which is expressed in promoting the interests of a group of people not for the good of the organization, but for the sake of its own interests. According to E.I. Trubnikova, to seize regulation in an organization, as well as to obtain personal benefits, the administration uses internal documents, falsifying internal indicators necessary to simulate certain performance indicators (Trubnikova, E.I., 2016). This leads to the emergence of rights without obligations and vice versa, obligations without rights. Thus, the leadership does not allow the development of the initiative of its subordinate structures, which is paradoxical, since the subordinates become unable to work out the right solution to the problem and bear responsibility for it.

Result and Discussion

According to L.F. Krasinskaya monopolized decision-making right by the university management is achieved by reducing university self-government, expelling professionals (professors, doctors) from the administration, replacing them with young conformity managers, imposing a ban on criticism, creating a climate of hypocrisy and fear in the collective (Krasinskaya, L.F., 2016).

Table 1. Distribution of respondents' answers to the question: "What do you think are the negative consequences of administrative management?" (% of the number of respondents)- based on the author's research

University staff		Lecturers and researchers	
Possible answer	% of the number of respondents	Possible answer	% of the number of respondents
<i>For you:</i>		<i>For university administration:</i>	
Unreasonable formalization of internal processes	50	Unreasonable formalization of internal processes	50
Activity imitation	32	Activity imitation	39
Favoritism, nepotism	11	Favoritism, nepotism	21
<i>For teachers:</i>		<i>For you:</i>	
Reduced interest in work	50	Reduced interest in work	54
Reduced creative activity	30	Reduced creative activity	35
Loss of trust in management	23	Loss of trust in management	34
Activity imitation	19	Activity imitation	13
<i>For students:</i>		<i>For students:</i>	
Imitation of educational activities	47	Imitation of educational activities	44
<i>For your university:</i>		<i>For your university:</i>	
Quantitative increase in the managerial apparatus	19	Quantitative increase in the managerial apparatus	32
Destruction of the integrity of information flows	18	Destruction of the integrity of information flows	22

Conclusion and Future Scope of the work

Thus, the evolutionary changes in the external environment, changes in requests to the university by the state and other agents contribute to the transformation of the goals and functions of higher education institutions, which ultimately leads to changes in the structure of the university management system, which, in turn, contribute to the development of negative consequences for the actors of the university space and the university as a whole. In the aggregate, the results of the sociological research unambiguously indicate the expressed concern of teachers and researchers, and university administrative workers about the negative

consequences of excessive administration. However, the considered pathologies do not mean the need to abandon administrative practices, and this is impossible. It is necessary to observe measures when using them, to realistically assess not only positive, but also negative consequences, that is, the reflexive position of the subjects of management.

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