RUSSIAN INTERNATIONAL AFFAIRS COUNCIL

Russian International Affairs Council

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This Report was prepared as part of the study carried out by the Russian International Affairs Council on the role of the Internet in internationalizing Russian universities. The authors developed a methodology for assessing the English–language sites of Russian universities, carrying out an analysis of 45 resources and comparing them with the websites of 11 leading foreign universities that appear in the QS World University Rankings. The results of the study are presented in the form of a ranking of the English–language sites of Russian universities. An analysis of common problems and a list of recommendations have also been provided

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The full text is published on RIAC's website. You can download the report or leave a comment via this direct link **russiancouncil.ru/en/report24**

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Introduction

This report is the result of almost three years of work by RIAC. The aim of the study is to analyse the content of Russian universities' English–language websites. It was carried out in close partnership with eleven universities, which are also RIAC corporate members. These universities provided us with a huge body of information on various aspects of internationalization, the specific features of their international activities, and the use of Internet resources to promote themselves in the international education environment. They took an active part in testing many of the ideas and proposals presented in this report.

This study of the Internet resources of Russian higher education institutions was a logical continuation of the development of RIAC's cooperation with universities beginning in 2011. The main aim of this work is to create a specific analytical and educational product that universities can use to address the challenges of developing Internet resources. Among our priorities are making Russian universities more attractive abroad, and increasing their effectiveness as exporters of education.

We identified problem issues that Russian universities face when internationalizing, among which is the effective organization of the content of their English–language websites. We became aware of this problem while working on the RIAC's Internet portal. With this experience in mind, we noted a gap between the high technical standards of universities' Internet resources on the one hand and the paucity of their content on the other.

On the one hand we have identified a set of problems, while on the other we have conducted analyses, operationalized it into the language of data and then prepared model solutions for universities. Our work has been devoted to these objectives. Over the course of the project, we held working meetings with the representatives of 11 universities (RIAC corporate members) and also studied a number of websites owned by Russian and foreign universities. We standardized our analytical work and translated information about the content of websites into variables. This was not an easy task. Any web portal is a "living organism" and fitting it into any general scheme framework inevitably causes problems. The information we gathered has enabled us to organize and conduct more than ten training seminars for Russian universities in Arkhangelsk, Yekaterinburg, Kaliningrad, Krasnoyarsk, Moscow, Nizhny Novgorod, St. Petersburg, Tomsk and Yakutsk.

This report represents a summary of the results we have achieved. We standardized the information from the websites of 45 Russian and 11 foreign universities in the form of quantitative data. This provided the basis for the Web Internationalization Index of Russian Universities, which we plan to update continuously.

Like any index, the proposed instrument has its limitations. Undoubtedly, it reflects only a part of university's activities in the digital environment and a still smaller part of the activities of universities in developing their international contacts. These limitations are obvious. We see the Index as just one of the many possible

instruments that universities can use in developing their electronic resources and international ties.

At the same time, we are happy to note that a number of our results have already been called upon by universities, and that the portals of several leading Russian universities have been developed as a result of our close cooperation.

Authors

December 2015

Executive Summary

- The development of the Internet and social media, as well as the growing popularity of the English language in the world, make it important for universities to improve their English–language web resources. The effective use of these resources is becoming an important factor in exporting education services and making Russian higher education more attractive around the world.

- The main task of a university's English–language website is to develop substantive communication with target groups abroad. Such groups include applicants, students, alumni, researchers, scientists, partners, the media, rating agencies, etc.

- Russian universities websites are technically advanced. However, the English–language content of these websites is somewhat lacking. Managing content is the main problem in creating and maintaining university Internet resources.

- To assess the content of Russian universities' English–language Internet resources, RIAC developed a system of 108 parameters (questions) divided into 16 semantic blocks. Each block reflects one functional aspect of a website. These blocks include information on university enrolment, curricula, science and research, libraries, employment opportunities, etc. Each block targets one or several groups.

- Based on these parameters, we gathered and quantified information on the content of 45 leading Russian universities. Data has also been collected on 11 foreign universities in the QS Top 100 world universities where English is not the main language of instruction (universities in France, Germany, the People's Republic of China, Singapore, South Korea, etc.).

- The data has been collated into the University Web Internationalization Index, which provided the basis for our rating.

- The rating reflects the leading positions of National Research University Higher School of Economics and Saint Petersburg National Research University of Information Technology, Mechanics and Optics, which occupy the first and second positions among Russian universities.

- There is little connection between the region in which the university is located and its ranking. In addition to Moscow universities, the top ten also include universities from St. Petersburg, Tomsk, Yekaterinburg, Kazan and Nizhny Novgorod.

- The main differences between Russian universities and their counterparts abroad are the poor development of such sections of the English–language website as Library, Career, Graduates and Key Figures. There are also noticeable differences in the sections describing the activities of departments, institutes and research blocks. As for other sections, the Top Ten Russian Universities are on a par with or even ahead of their foreign counterparts. However, the universities ranked 11 to 30 in Russia are often lagging behind on all counts.

Ranking	University	Score
1	National Research University Higher School of Economics	88
2	Saint Petersburg National Research University of Information Technology, Mechanics and Optics (ITMO)	75
3	Skolkovo Institute of Science and Technology (Skoltech)	66
4	Peter the Great St. Petersburg State Polytechnic University (SPbPU)	64
5	Kazan (Volga) Federal University	61
6	National Research Tomsk Polytechnic University (TPU)	58
7	Ural Federal University named after the First President of Russia Boris Yeltsin (UrFU)	57
8	Moscow Institute of Physics and Technology (State University) (MIPT)	54
9	Lobachevsky State University of Nizhny Novgorod – National Research University (UNN) Peoples' Friendship University of Russia (RUDN) Saint Petersburg State Electrotechnical University LETI (ETU)	53
10	National Research Tomsk State University (TSU)	52

The effective development of university websites is linked to issues of managing and organizing work on content inside universities. International content marketing requires resources and an organizational structure that would allow information to be published and updated regularly on the English–language website.

Formulating the Problem

The international activities of Russian universities are closely connected to two strategic tasks Russia faces today.

The first task is to build a knowledge–based economy in Russia, in which the export of education services would play a prominent role. Despite the fallout of the collapse of the USSR, Russia still has potential in higher education. The Ministry of Education and Science of the Russian Federation and the country's higher education institutions have done much work to internationalize universities. Nevertheless, the export of Russian education is still quite modest. Russian universities primarily serve the domestic market and are state–financed. Building any knowledge–based system takes years. But this also forces us to search for new opportunities to engage in foreign markets. It is the universities themselves that will take on the bulk of this work in the foreseeable future, considering likely cuts in state financing.

The second task is to improve the image of Russia abroad, making it more attractive and open to foreigners, and thus increasing the effectiveness of Russia's "soft power". The role of universities in fulfilling that task is hard to overestimate. Many stereotypes about Russia stem from a lack of adequate information. At the very least, receiving a higher education in Russia would fill a huge gap in knowledge about the country. It is clear that, in terms of the size of their audience, universities hardly rival the media. But the educational approach is much deeper and is focused on the creative and critically thinking segment of the foreign audience. Even more importantly, education is based on rational and specialized knowledge, which gives it an edge over the more superficial mass media.

Resource shortages have been the traditional problem of Russian universities have faced in carrying out both tasks. However, the creation of large federal and research universities has mitigated this. A cluster of several dozen universities has emerged with enough resources to conduct serious international activities both in terms of education export and in terms of projecting "soft power". These universities are joined by those that traditionally target foreign audiences or address international problems and have considerable human, material and scientific potential.

Another task that has moved to the fore is the international marketing and promotion of Russian universities abroad. This task, in turn, must take into account two important factors.

The first factor is the key role of the Internet and social media as two means of international communication. Only five to ten years ago, the Internet was seen as a promising tool. That segment of university life was entrusted to the IT units, and the content was left to enthusiasts. Today, the situation has changed dramatically. The information revolution has gathered unprecedented momentum. The gene–ration of high school graduates, undergraduate and postgraduate students, and young scientists largely draws information from the Internet and social media. The middle and even older generations are trying to match that standard. All of

the key audiences of a university today spend a great deal of time on the Internet and social media. This means that if a university does not have an adequate online presence, it is virtually non–existent in the consciousness of target audiences. We can be proud of our traditions and ground–breaking ideas as much as we like, but if we do not publish information about them on the Internet, target audiences will not notice them and may opt for different universities.

The second factor is the globalization of the English language. Whether we like it or not, the English language is emerging as the language of international business and scientific communication. It is the most commonly taught foreign language at schools. Part of the reason is its relative simplicity and functionality. The Chinese language can hardly occupy that niche because of its complexity. The Chinese people themselves are actively learning English as a foreign language and are not afraid of being accused of "kowtowing to the West". Today, English–language web resources play the key role in attracting foreign students to Russian universities. Even if we want potential applicants to study Russian in Russia and subsequently receive their education in Russian (a perfectly workable model), we still have to lure them through the English language segment of the Internet. This is more effective and cheaper for the university than adapting to the language of each country. Of course, Russian universities have a large Russian–language audience abroad concentrated in the CIS countries and in Russian–speaking communities elsewhere. But if we give ourselves a more global objective, then access to the "far abroad" requires inevitably mastering the English–language segment.

These two factors make the development of English–language online resources a key condition for the effective international activities by universities. Obviously, there are a whole range of other conditions – human resources, the quality of university management, logistics, the content of educational courses, the social environment and many others. However, without effective work in the global Internet, it is hard to expect long–term success, even if the other conditions are observed at a high level. The development of English–language web resources requires investment, administrative will and creativity among university staff, but these investments are affordable even for small universities and may yield tangible results even in the short term.

University websites are often very impressive from a technical point of view. University IT experts are often capable of creating a quality shell for websites with modern design and technical properties. This is largely the result of the efforts of universities exerted over the past 5–10 years. However, this does not guarantee quality or versatility, or that content will be updated in a timely fashion. Marketing a university on the Internet is above all connected to the marketing of content, and not just about following the latest trends in web design and the use of eye–catching adverts. In the modern race to lure consumers of education services, winners supply interesting, functional and quality content. These are additional factors that should be borne in mind. In this study, we focus primarily on the English–language content of university websites and social media, rather than on their technical features. Work on content is a laborious task. It is an indicator of the effectiveness of a university's management system and its internal communication system.

Considering the supremacy of online communication, and the fact that English has become the global language, the effective internationalization of universities is impossible without a quality English–language website. The quality of an online resource is measured by how effective it is in attracting target audiences, which in turn is directly linked with the quality of the content and to what extent it meets the tasks and requirements of the target groups.

This situation determines the range of research questions in this report. What is the state of the English–language websites of leading Russian universities in terms of their content? Who are the leaders and outsiders in the segment of English–language online resources of educational institutions in Russia? What determines the differences between the online resources of the leading universities and outsiders in the education environment?

Considering the ambition of some Russian universities to make the Top 100 of world universities, we thought it would be useful to compare their English–language websites with their foreign counterparts from the Top 100.[1] We have selected foreign universities where English is not the native language or the main language of instruction, and which are therefore in a competitive position similar to that of Russian universities.

In this regard, we have tried to determine the differences between the English–language resources of Russian and foreign universities in the QS World University Rankings. We have also made an attempt to identify specific components of the content of websites that distinguish these universities from Russian universities.

By English–language online resources of a university, we mean: (a) the university's English–language website; (b) the totality of the websites of departments, institutes and other divisions in English; and (c) English–language accounts of the university on popular social media networks (Facebook, LinkedIn, etc.). The core online resource of a university is often the website that is the gateway to other websites and accounts in social media, or which can be entered from a social media, the "landing page" and other resources.[2]

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[1] The rating of top world universities (QS World University Rankings) is a global study and rating of leading universities published by the British consulting company Quacquarelli Symonds (QS). Calculated according to the methodology of the British consultancy Quacquarelli Symonds (QS), it is considered one of the most influential global university rankings. It was developed by Quacquarelli Symonds in collaboration with the British publication Times Higher Education in 2004. The methodology used to compile the World University Rankings is based on six rigid criteria covering the main spheres of activities of higher education institutions across the world: academic reputation, employer reputation, student-to-faculty ratio, citations per faculty, international faculty ratio and international student ratio. Every year, the study assesses more than 2500 higher education institutions all over the world. The results are used to compile a rating of the top 500 universities in the world, as well as a ranking of universities in selected disciplines.

[2] A landing page is the internet resource of the organization usually consisting of one page devoted to a single service, project or activity. Landing pages are used to conduct targeted advertising campaigns as part of the marketing strategies of organizations.

Goals and Tasks of the Study

The goal of this study is to assess the strengths and weaknesses of the content of universities' English–language online resources through a standardized (quantitative) study. The results of the study presented in this report are intended both for the relevant government ministries and agencies that coordinate the international activities of universities, and for individual higher education institutions, which may use them to develop their own online resources.

The above goals are achieved by carrying out the following objectives:

1) To develop a methodology for analysing the content of universities' English–language online resources; to segment and then standardize this information through quantitative variables that make it possible to compare universities according to individual elements of their websites.
2) To gather information on content using a system of variables; to standardize the information obtained in the form of a quantitative database.
3) To compare Russian universities among one another.
4) To compare Russian universities with a sample of leading world universities included in the QS World University Rankings, and identify the differences between them.
5) To offer recommendations on the development of the content of English–language resources of Russian universities and on the improvement of their international activities on the Internet.

Methodology

Segmentation of the Content of Online University Resources: Pilot Study of Russian Universities

A university website is a complex and content–rich system, so it is necessary to identify individual blocks for its analysis. Such segments, on the one hand, reflect the various aspects of the functioning of a university and, on the other, the needs of the target audiences that use the online resources, including accounts on social media. The diversity of content and the complexity of a university as a system makes it counterproductive to search for some "ideal" website in order to try to copy later. The search for best practices is better accomplished through the analysis of individual components of the website designed to solve specific problems and meet the different requirements of target audiences. These blocks can be used to construct or deconstruct the content of a website such as through a Meccano set.

Let us identify these blocks on the basis of the features of a university website's target groups. The target audiences are heterogeneous and therefore require different kinds of information. As part of the work on this project, the RIAC conducted pilot studies at eleven Russian universities that are also corporate RIAC members in 2014–2015. At each of the universities, we conducted a standard "brainstorming session" in accordance with a previously developed scenario with a group of 15–20 members of staff responsible for various aspects of the university's international contacts and the development of its online resources. Our sample included three Moscow and eight regional universities with more than two hundred people taking part in the "brainstorming session". We asked them to indicate foreign target groups that are important for the university and information blocks of the English–language website that these groups need. Each "brainstorming session" was conducted in several stages.

During the first stage, respondents were asked to identify the main target groups of their English–language websites and the accounts of these universities on social media. The following target groups were identified:

Target Group 1. Foreign applicants who want to study for Bachelor's, Master's and doctoral degrees, attend summer or winter school, or take part in preparatory courses and other education programmes.

Target Group 2. The parents of applicants or those who will finance their study and want detailed information about the educational services offered.

Target Group 3. Foreign students who already study at the university.

Target Group 4. Foreign students who have already completed an educational programme at the university.

Target Group 5. Potential employers, representatives of foreign and Russian companies, and head–hunting agencies that recruit university graduates.

Target Group 6. Potential or current university staff members and instructors, foreign candidates for teaching, research or administrative positions.

Target Group 7. Foreign researchers and instructors from other universities, scientists who would like to know more about the university's scientific achievements and establish professional ties with its members.

Target Group 8. Foreign institutional partners: universities, research organizations, associations, funds conducting or seeking to conduct partnership programmes with the university and act as its sponsors.

Target Group 9. International rating agencies and experts gathering information about the university.

Target Group 10. Foreign journalists representing foreign media outlets preparing materials about the university or about news created by the university.

During the next step, we asked members of the university staff to identify the main content blocks of their universities' English–language website that these target groups need. The set that was shared by all the participants in the pilot study was as follows:

Block 1. About the University, its features and advantages compared with other universities. Comprehensive and succinct information on why this university should be chosen over others.

Block 2. History of the University. This block contains information on the foundation of the university, the main stages of its development, its past achievements, and outstanding historical figures associated with the university. Such information is often included in Block 1, but our pilot study singles out the importance text about history. Both Western and Eastern cultures attach a great amount of significance to the history of a university. For Western users, this is a question of the "portfolio" – the university's achievements, triumphs, etc. For Eastern universities, it is a question of tradition, the continuity of generations, native roots, etc. Information on university history is something like its "credit history", one of the grounds on which it can be trusted.

Block 3. University Admission. This block contains information on the admission test requirements for certain programmes, a list (or online versions) of the required documents (including immigration and visa issues), information on logistics and accommodation at the time of enrolment.

Block 4. Educational Programmes. This section describes the profiles of educational programmes, the range of courses offered, curricula and competences acquired. As a rule, this block is closely linked with, but is not confined to, Block 3 because it can be used by applicants as well as by other target groups.

Block 5. Departments and Institutes. Information on the main teaching and research divisions: faculties, institutes and departments. Descriptions of their profile, staffing and study programmes. The block is also closely linked to educational programmes but, again, is not limited to them.

Block 6. Library. A catalogue that can be navigated in English, where one can order books, access the full–text articles, including the resources of partners of the university library.

Block 7. Science and Research. This block includes divisions (laboratories, centres, etc.) or the scientific activities of departments and institutes, the results of their research, current projects and programmes and science publications.

Block 8. Mission and Strategic Goals. The definition and explanation of the mission, goals and tasks of the university.

Block 9. Management and Staff. The human resource potential of the university: provides information on the rector and vice rectors and the areas under their direct supervision; introduces the heads of the teaching, research and administrative divisions and their staff; provides biographical information and research profiles; contains information on vacancies and formal aspects of employment for foreigners; and gives an idea of the university's human resource policy.

Block 10. University News. Contains press releases and news about the university and its divisions.

Block 11. Alumni. Contains information on graduates and the graduate community, a gallery of outstanding alumni, and a list of endowments.

Block 12. Career. Presents employment opportunities for university graduates, possible vacancies, recommendations on optimal advancement in the labour market.

Block 13. University Social Life. Information on extracurricular activities: sport, culture, social events, clubs, associations, movements, and communities.

Block 14. Key Figures. Key figures of university development in the form of tables, charts and explanations. It can be integrated with the block titled "About the University", but is not the same.

Block 15. Information for Foreign Partners. Information on the university's partnership projects with foreign organizations, both higher education institutions and state and business structures, possible programmes and options for potential partners.

Block 16. Contact Details. University contact information, contact information of divisions and key areas of the university's activity.

These blocks can be interconnected and somewhat overlap. They are often isolated as sections or subsections on the university website.

Finally, the third step was to draw up a table to determine the blocks that might present the greatest interest for specific target groups. The results were as follows:

Applicants. First of all, the University Admission block presents the mechanism for submitting documents for admission to educational programmes. The Educational Programmes helps applicants choose the right programme. Just as relevant is the Divisions and Departments block: the applicant chooses the specific school or area of study in addition to the university. The History of the University is also essential. The Career section can influence the applicant's choice with an eye to future work. The Alumni section, especially the "Outstanding Alumni" gallery, may also influence an applicant's decision. The Social Life section plays a similar role. As a rule, the Contacts block is tied in with the Admission and Educational Programmes sections. What matters here is the availability of contacts and their

Table 1.

	Applicants	Parents	Students	Alumni	Employers	Staff and candidates	Researchers	Partners	Agencies	Journalists
University	■	■			■				■	■
History	■	■			■				■	■
Admission	■	■								
Educational programmes	■	■	■			■	■	■		
Divisions and Departments	■	■	■			■	■	■		
Library			■	■						
Science		■	■				■			
Mission	■	■	■			■	■	■		■
Management and Staff	■	■	■	■		■	■	■	■	■
News	■		■			■		■		■
Alumni	■	■			■				■	■
Career					■					
Social life	■					■				
Key Figures	■							■	■	■
Partners								■		
Contact Details	■	■						■	■	■

real working state, i.e., a telephone that someone "answers", mail that "works" and a functional system for giving feedback.

Parents. The university staff believe that parents are interested in the same range of information as applicants. However, there are some differences. For example, this target group looks for information about the cost of tuition, the cost of living in the city where the university is located, and the possibilities of obtaining a student loan (something that is practically non–existent in Russia). Their children's career prospects may be even more of a motivation to them than to the applicants themselves. And the names of famous alumni may make a bigger impression than any advertising slogans. Parents need information on the university's social life: what kind of people will their children be? And what will they do after classes? On the whole, parents may turn out to be more thoughtful consumers of information than the applicants themselves.

Students. This group is interested in the services connected with current studies and university life. They frequently visit the interactive "Library" section, which enables them to order books and access documents, articles and other materials. This group needs information on educational programmes and faculties (timetables, syllabi, contact information and teacher profiles). The Social Life section helps students to become part of the university's informal life. The "Career" section is used as an instrument to search for vacancies, internships and career guidance. The "Science" section may be in demand among young postgraduate researchers who are working towards a Master's, or even Bachelor's, degree. This is particularly relevant for research universities, where the results of scientific work are directly linked to the study process. Students may also be interested in current news, especially if it is on the news streams of departments or other educational divisions.

Alumni. Graduates are most interested in the Alumni section. Ideally, this section should provide information and offer opportunities for feedback. This block may be connected, for example, to groups of alumni on popular social media. In some universities, alumni have access to the library and the university's social infrastructure. For foreign students, the former is potentially more important, as it gives them access to constantly updated information regardless of their location (if the library can provide remote access to its resources). Alumni may also need information on instructors with whom they often want to stay in touch after graduation. The Alumni section may be provided with a news ticker. Recent graduates can use the Career section or try to find work at the university.

Employers. This group is interested in recruiting graduates. The Career section is the most interesting section for them, assuming it allows job vacancies and internships to be posted or provides access to the CVs of students and graduates. Ideally, the Career section is a permanent venue for promoting graduates in the labour market. Employers can also use the alumni catalogue in the Alumni section. They may also be interested in information about the university and its performance indicators (Key Figures).

Potential and university staff. Potential university employees may look towards the Employment section, which provides them with information on possible vacancies and forms of work. Both potential and current members of staff use information on the university's departments, study programmes, research

centres and human resources. Ideally, university staff must edit their profiles on the university website or on social media (subject to quality control) themselves. Along with students, university staff and instructors use the library and social infrastructure and are consumers of university news. And, of course, potential employees need information on the university, its history, profile, contacts and personnel policy.

Researchers and lecturers from foreign universities. The key section for this group is Science, which describes research projects at the university. It also contains information on individual research and educational departments, which helps establish professional contacts, and detailed data on lecturers and researchers and their work. Researchers often combine scientific work with teaching. They are also interested in the university's library, repository (collection of publications) and its scientific publications. They may wish to use the university's research publications for their teaching programmes.

Institutional partners. The main block for this group is Partners, which often has information on partnership projects that are already under way. This target group may also be looking for information on possible formats and variants of partnership: open research projects, student exchange programmes, scientific information, etc. Institutional partners are interested in information about the university and its departments, because partnerships are usually established in connection with concrete research or educational projects. Information on the university's chief administrators and members of the staff, who can provide "entry points" for communication with the university is also in their demand.

International rating agencies. This target group gathers different types of information. Quantitative information can be summed up in the Key Figures section. It is important to supply detailed information on the indicators. It is still difficult for us to assess the direct connection between this indicator and a university's position in various ratings. However, it is safe to assume that the sheer amount of detail attests to an established tradition of international activities. Leading universities provide more detailed information on their work in every functional area (science, education, human resources, etc.).

Journalists. University press services usually contribute massively to the preparation of news and press releases in English. Respondents consider journalists to be their target audience in this respect. At the same time, journalists need more information. In their articles, journalists often provide information on the university and the key indicators of its work. Their news is often personalized, which means that they require information about the top management, key staff and famous alumni. Foreign journalists also need detailed information, because they know less about the university compared to their Russian colleagues. Needless to say, the "working" contacts of the press service are also important for this target group.

This pilot study has its limitations. It reflects the subjective opinion of 200 employees at 11 Russian universities. It does not contain statistics that would make it possible to identify the occupation of foreign visitors to university websites and determine the frequency of "hits" for various sections. It proved impossible at this stage to obtain such statistics for all universities in the sample according to comparable criteria. However, even this "rough" approach provides

pointers to the segmentation of content, i.e. its division into separate blocks for further analysis. We decided to focus on whether or not the content in the thematic blocks indicated above is present. To solve this task, each block (section or subsection of the site) had to be operationalized and translated into variables.

Operationalizing the Assessment of the Content of University English–Language Websites

The operationalization process included the follows: each thematic block (section or subsection of the website) was divided into content elements reflecting the presence of certain information related to that section, any additional options for users (for example, the possibility of sharing materials or leaving feedback), or the method of presenting information (photo, video, etc.) The presence of each such element was coded on a binary scale ("Yes" or "No").

In other words, we divided each of the 16 thematic blocks that we mentioned earlier into the simplest segments. This segmentation was based, on the one hand, on the above–mentioned pilot work at universities and on the analysis of the websites of leading world universities (case studies) on the other. We chose the cases in which these blocks were the richest in terms of content, diverse methods of presenting information and interaction with the audience.

As a result, we arrived at the following scheme.

Block 1. About the University

Code	Questions	Yes	No
About 1	Is information about the university presented in a separate section or subsection?		
About 2	Is information about the university presented in the form of a text which gives an idea of the university's profile?		
About 3	Does the section or subsection contain photos illustrating the specific features of the university? Or are such photos contained in the presentation block on the website's home page?		
About 4	Does the section contain a video about the university? Is the presentation video situated on the main page? Or is it contained in the "media" section?		
About 5	Is information about the university explained through additional downloadable materials (an annual report, brochure or series of brochures)?		

We segmented this block according to the method by which the information was presented: text, photo, video, extended booklet or brochure. Each new element provides more detailed information about the university. Examples include:

• Ural Federal University (UrFU)[3]

• Saint Petersburg National Research University of Information Technology, Mechanics and Optics (ITMO)[4]

• The University of Tokyo[5]

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[3] URL: http://www.urfu.ru/en

[4] URL: http://www.en.ifmo.ru/en/page/40/About_us.htm

[5] URL: http://www.u-tokyo.ac.jp/en/about/about.html

The About the University section on the websites of these universities contains all the necessary elements: it is informative, well–structured and visually effective.

Block 2. University History

Code	Questions	Yes	No
History1	Is information on the history of the university located in a separate section, subsection or a paragraph in another subsection of the website?		
History2	Is it possible to navigate according to key dates and events?		
History3	Are pictures provided with the history of the university?		
History4	Is the history of the university presented using quantitative indicators (what it was before and what it is now) in the form of tables, charts or infographics?		
History5	Does the section contain quotations or interviews with university "old timers" – people who have worked at the university for a long time or since its foundation?		

This block represents standard variants of presenting information on the history of a university. They are used by many foreign universities and private companies, for example:

- École Polytechnique Fédérale de Lausanne (Swiss Federal Institute of Technology in Lausanne)[6]
- Heidelberg University[7]

The History section of the École Polytechnique Fédérale de Lausanne is presented using milestone events. It is provided with stylized black and white pictures and a list of all the university presidents throughout its history. The Heidelberg University website contains a chronology of events as well as an overview of the history of the university and information on Nobel Prize–winning alumni.

Block 3. University Admission

Code	Questions	Yes	No
Admiss1	Is admission information presented in a separate section of the website? Or is it located in a subsection of individual education programmes?		
Admiss2	Does the section provide a list of documents required to be admitted to the university? Or is this information found on the pages of individual programmes?		
Admiss3	Is the procedure for preparing the necessary documents, along with the possible "pitfalls" connected with obtaining documents (visas, certificates, etc.), described? The description may be presented in the section, on the pages of educational programmes, or in the university presentation materials (pamphlet, brochure, etc.).		
Admiss4	Does the website contain a list of entrance requirements for individual education programmes (admission tests, examinations, etc.)?		
Admiss5	Does the website indicate the cost of education in the University Admission section or on the pages of education programmes (at least the cost of tuition for foreigners)?		

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[6] URL: http://www.information.epfl.ch

[7] URL: http://www.uni-heidelberg.de/university

Admiss6	Is information on the possible sources of financing (government and non–government scholarships, academic loans for education) available?
Admiss7	Is information on university accommodation during the admission period available? (For example, accommodation, board, map of the campus, etc.)
Admiss8	Does the website have a telephone number or email address for questions about admission?
Admiss9	Are there groups related to admission in the social media?
Admiss10	Can some or all admission documents be filed online? (Does an online application form exist?)

This block reflects various aspects of university admission: the formal (documents, admission tests), financial (tuition costs, sources of financing) and logistical aspects (contacts, campus map, information on accommodation) of applying for and being accepted to the university, as well as the possibility of fast–track submission of documents online. Examples include the corresponding sections of the following universities:

• NRU Higher School of Economics (NRU HSE)[8]

• Peoples' Friendship University of Russia (RUDN)[9]

• Qatar University[10]

The websites of these universities provide all the necessary information, from the cost of tuition to "pitfalls" connected with obtaining a student visa. They also accept applications online.

Block 4. Educational Programmes

Code	Questions	Yes	No
EduProgs1	Is information on educational programmes posed in a separate section or subsection?		
EduProgs2	Is information on educational programmes segmented by target audience (for high school graduates, graduates, people looking to upgrade their qualifications, etc.)?		
EduProgs3	Is there a filter system for educational programmes, at least according to two parameters: the degree awarded, major, department or institute, division?		
EduProgs4	Is information on educational programmes (syllabi) in the form of titles and abstracts available in English on the pages of all or most (two–thirds) educational programmes?		
EduProgs5	Is information on members of the staff (names, biographies, specialization, list of publications) available in English on the pages of all or most (two–thirds) educational programmes?		
EduProgs6	Are additional materials on programmes (presentations, videos, booklets, etc.) available in English on the pages of all or most (two–thirds) educational programmes?		

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8 URL: http://www.hse.ru/en

9 URL: http://www.rudn.ru/en

10 URL: http://www.qu.edu.qa

EduProgs7	Is information on the competences, knowledge and skills that foreign graduates will receive upon completing the course available in English on the pages of all or most (two–thirds) of educational programmes?
EduProgs8	Do educational programmes in English contain contact details (telephone, mailing address)?
EduProgs9	Do all or most (two–thirds) of educational programmes in English contain news in English?
EduProgs10	Do all or most (two–thirds) educational programmes in English have English–language accounts on one or several social media?
EduProgs11	Do the pages of all or most (two–thirds) education programmes in English contain information on alumni, with opinions, quotations or other additional information?
EduProgs12	Are summaries of educational programmes presented in the native language available in English?

This block reflects information on educational programmes: the content of programmes, human resources, information on alumni, etc. We have also noted the availability of tools giving users direct access to programme coordinators: direct contacts, social media accounts, etc. The amount of detail available on the programme has also been noted: how much news is dedicated to the programme in relation to the total stream of university news, additional presentation materials, etc. We also took into consideration the convenience of website navigation and of programme search tool. Examples of websites that demonstrate all these characteristics include:

- NRU Higher School of Economics (NRU HSE)[11]

- The University of Tokyo[12]

- University of Amsterdam[13]

The latter merits special mention. Programmes can be filtered according to several parameters (major, department or institute, type of programme, start date of the course). It also has information on the members of the staff and the educational courses.

Block 5. Divisions and Departments

Code	Questions	Yes	No
Depts1	Does the website have a list of departments, institutes and divisions in English?		
Depts2	Is there a description of the profile of the departments, institutes and divisions in English (two–thirds of the total number)?		
Depts3	Is information on the staff (names, biographies, list of publications) available in the description of all or most (two–thirds) of the divisions? Or is this information given in other sections (with links)?		

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[11] URL: http://www.hse.ru/en

[12] URL: http://www.u-tokyo.ac.jp/en/index.html

[13] URL: http://www.uva.nl/en/home

Depts4	Is information on educational courses in the form of titles and abstracts available in the description of all or most (two–thirds) of educational divisions (or is the information available via links to other sections)?
Depts5	Is detailed contact information provided in English (telephone number, email address) by the educational divisions (two–thirds of the total number)?
Depts6	Do all or most (two–thirds) of the websites contain English–language news sections?
Depts7	Do all or most (two–thirds) divisions have English–language accounts on one or several social media outlets?

This section usually contains basic information about the departments, institutes and other divisions: description, courses, staff, availability of feedback, news, and social media accounts. The following universities demonstrate all of the necessary characteristics:

- Tsinghua University[14]

- NRU Higher School of Economics (NRU HSE)[15]

- Korean Advanced Institute of Science and Technology[16]

Tsinghua University in particular stands out here. It has a full list of faculties and departments with active links to their English–language websites. The departmental websites offer information on the lecturers.

The website of NRU Higher School of Economics provides a brief description of the department's activities and departmental news is also available.

Block 6. Library

Code	Questions	Yes	No
Lib1	Is there a section or subsection devoted entirely to the university library?		
Lib2	Is the catalogue in the "Library" section navigable in English?		
Lib3	Is there a full database of journals in the "Library" section? If so, is it navigable in English?		
Lib4	Can books be ordered for home delivery or to a reading room using the English–language section?		
Lib5	Are the contact details of the library – address, telephone number, email address or feedback form – available in English on the website?		
Lib6	Does the library have its own reference service group or page on social media?		
Lib7	Is there a repository (catalogue and database of publications by university staff) in English?		

This block reflects the various functional features of working with library resources: the ability to search for books, access to journal databases, university

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[14] URL: http://www.tsinghua.edu.cn/publish/newthuen/index.html

[15] URL: http://www.hse.ru/en

[16] URL: http://www.kaist.edu/html/en/index.html

publications, opportunities for feedback. The websites of the following universities are exemplary in terms of this work:

• Tsinghua University[17]

• École Polytechnique Fédérale de Lausanne (Swiss Federal Institute of Technology in Lausanne)[18]

• National University of Singapore[19]

The École Polytechnique Fédérale de Lausanne has a library account on Facebook and the University of Singapore has a convenient multifunctional search system.

Block 7. Science and Research

Code	Questions	Yes	No
Resrch1	Are scientific and research work situated in a special section or subsection?		
Resrch2	Is there a facility that allows users to search for science and research divisions and programmes according to at least two parameters (discipline or area of knowledge, major, etc.)?		
Resrch3	Does the section provide information about ongoing research projects in the form of titles and abstracts (or is such information available on at least two–thirds of the pages of departments, institutes, laboratories and research centres)?		
Resrch4	Does the section contain materials on research activities (presentations, videos, booklets, reports, etc.)? Or is such information presented on at least two–thirds of the pages of departments, institutes, laboratories and research centres?		
Resrch5	Do science and research subdivisions or programmes provide contact details (telephone numbers, email addresses)?		
Resrch6	Does the section run a news ticker? If not, does the "news" section have a sub–section on science and research?		
Resrch7	Does the website have a section or subsection devoted to postgraduate admissions to the course?		
Resrch8	Does the section contain information on university publications or journal(s) (or is such information contained in at least two–thirds of departmental websites)?		

In this block, we have tried to reflect two different approaches to providing information on scientific research. The first approach is a centralized one, with information coordinated by one office and aggregated in a single report and then in a section on the website. The second approach is a decentralized one, according to which each block (or the majority of blocks) that is engaged in research provides information on their activities on their own pages. The two approaches may be used by one and the same university.

Examples for the section are:

• NRU Higher School of Economics (NRU HSE)[20]

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[17] URL: http://www.tsinghua.edu.cn/publish/newthuen/index.html

[18] URL: http://www.information.epfl.ch

[19] URL: http://www.nus.edu.sg

[20] URL: http://www.hse.ru/en

- École Polytechnique Fédérale de Lausanne (Swiss Federal Institute of Technology in Lausanne)[21]

• The University of Tokyo[22]

The École Polytechnique Fédérale de Lausanne is particularly impressive in this regard. The information is segmented by areas of expertise and provides detailed descriptions of research projects. It also provides detailed information on university staff.

Block 8. Mission and Strategic Goals

Code	Questions	Yes	No
Mission1	Does the website contain a brief and concrete statement of the university's mission?		
Mission2	Is the university's mission explained and justified? What concrete problems and challenges does it meet?		
Mission3	Is information on the university's long–term goals provided?		

This section reflects three levels of detail of the university's mission: mission statement, explanation and justification of the mission, and detailing of the mission in terms of university's development goals. The websites of the following universities are exemplary in this respect:

• National Research University Tomsk State University (TSU)[23]

• Northern (Arctic) Federal University (NArFU)[24]

• Abu Dhabi University[25]

The Abu Dhabi University not only states its mission, but also describes the values, goals and tasks of the university. Tomsk State University also describes its mission and goals in detail.

Block 9. Management and Staff

Code	Questions	Yes	No
Staff1	Is information on staff available in a separate section or in subsections?		
Staff2	Does the section carry a written or video address by the rector of the university (or is the address located on the home page)?		
Staff3	Is there a list of the university's management (rector, vice–rector), and are biographies of these people available?		
Staff4	Does the website contain interviews with or quotations from vice rectors, deans, institute directors presenting their vision of the university's work?		
Staff5	Is a complete or selective (for large universities) list of mid–level and lower–level staff (lecturers, assistant lecturers, instructors), along with information on their qualifications, available?		

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[21] URL: http://www.information.epfl.ch

[22] URL: http://www.u-tokyo.ac.jp/en/about/about.html

[23] URL: http://www.en.tsu.ru

[24] URL: http://www.narfu.ru/en

[25] URL: http://www.adu.ac.ae/en-us/home.aspx

Staff6	Is information on the university human resource policy presented (or can it be found in other sections of the website?)
Staff7	Can university executives and managers be reached through dedicated website contacts or special accounts on social media in English?
Staff8	Is information on vacancies for foreign workers available in English?
Staff9	Are there feedback forms in English for potential staff? Are CVs accepted via the website?
Staff10	Are lists of documents required for employment or running for office, etc., available?

This block contains information on the management and staff at the university. It also includes employment options. The content of the block is often duplicated in other sections. For example, information about top management and the rector's address are posted in the section entitled About the University, and information on staff members can be found in the sections describing educational programmes, or on departmental and division websites. It is important that the website has a section with information about the university's staff. The following university websites do just that:

• Saint Petersburg National Research University of Information Technology, Mechanics and Optics (ITMO)[26]

• ETH Zurich (Swiss Higher Technical School in Zurich)[27]

• Skolkovo Institute of Science and Technology (Skoltech)[28]

The Skoltech website is a good example of providing information about employment. It offers a description of open vacancies and a complete list of documents required to file an application. It also offers the possibility to apply for positions online, which is rare for Russian university websites. The ITMO website provides the full English–language list of mid–level and lower–level staff with information on their qualifications, which is also an exception among Russian universities.

Block 10. University News

Code	Questions	Yes	No
News1	Is there a separate section for university news on the website?		
News2	Are news feeds regular (one week or less)?		
News3	Do most news feeds contain photo and video materials?		
News4	Does the news contain hyperlinks and quotations?		
News5	Are press service contact details indicated or linked to the news? Is it clear who is responsible for writing the news and dealing with journalists?		
News6	Can university news be shared on social media and/or commented on at the university website?		

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[26] URL: http://www.en.ifmo.ru/en

[27] URL: https://www.ethz.ch/en.html

[28] URL: http://www.skoltech.ru/en

Here we are concerned with the regularity of news feeds and the formats in which news is presented. We also noted the possibility of receiving quick feedback from the university press service. The following universities have all of these features:

- Skolkovo Institute of Science and Technology (Skoltech)[29]

- University of Amsterdam[30]

- Saint Petersburg National Research University of Information Technology, Mechanics and Optics (ITMO)[31]

In all three above–mentioned cases, news feeds are updated regularly and can be used as models of organizing news feeds on the website of any university. Every news item is a story about an event, including quotes and illustrative materials, and hyperlinks to sources for further information. The news items at Amsterdam University and ITMO have by–lines. Thanks to the use of tags, it is possible to move from each Skoltech news item to a corresponding tag with a selection of the website's materials.

Block 11. Alumni

Code	Questions	Yes	No
Alumni1	Is there a separate section with information on alumni and an alumni association?		
Alumni2	Is there a mechanism for searching alumni by year, department and other parameters?		
Alumni3	Is there a list of outstanding alumni?		
Alumni4	Is there a possibility of contributing to the university endowment?		
Alumni5	Are contact details of the alumni association given?		
Alumni6	Can an application to join the alumni association be filed online?		
Alumni7	Is the alumni association represented on social media?		

The "Alumni" block allows users to search, register on the alumni database, assist the university by contributing to the endowment, and provide feedback to the association or the division responsible for work with alumni. Successful examples of this include:

- University of Amsterdam[32]

- National University of Singapore[33]

A distinctive feature of the website of these universities is the high level of functionality and excellent visualization of the sections devoted to alumni.

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[29] URL: http://www.skoltech.ru/en

[30] URL: http://www.uva.nl/en/home

[31] URL: http://www.en.ifmo.ru/en/news_list/News.htm

[32] URL: http://www.uva.nl/en/home

[33] URL: http://www.nus.edu.sg

Block 12. Career

Code	Questions	Yes	No
Career1	Is there a separate career and employment section for graduates?		
Career2	Does the website have a database of possible internships and vacancies for graduates?		
Career3	Can applications for internships and job offers be filed online? Does the university website contain hyperlinks to vacancies at companies and head–hunting agencies?		
Career4	Are career success stories of graduates presented (or is such information contained in the Alumni section)?		
Career5	Does the block contain career guidance tests or other interactive tools?		
Career6	Are the contact details of the Careers Centre provided?		
Career7	Does the Careers Centre have a presence on social media?		

This section identifies opportunities for foreign students and other target groups to use the resources of the university Careers Centre to look for internships and vacancies, submit documents and interact with the Careers Centre. The following websites contain all this information:

- ETH Zurich (Swiss Higher Technical School in Zurich)[34]
- University of Amsterdam[35]

The ETH Zurich website lists academic and industrial vacancies for graduates. Career opportunities are divided according to specialization. Both short–term internships and long–term employment contracts are offered. In addition, the section contains career success stories of alumni.

Block 13. University Social Life

Code	Questions	Yes	No
Social1	Is information on social life presented in a separate section, subsection or a paragraph in other subsections?		
Social2	Is there a list of areas of social life (health, sport, museums, clubs, communities, etc.)?		
Social3	Is information available on the necessary social infrastructure (halls of residence, health centres, telephone hotlines, directions, etc.)?		
Social4	Are there pages or links to the social media account of various communities (associations, sport clubs, etc.)?		
Social5	Does the website contain information on the university's social or extracurricular activities (or are these materials integrated in the single university presentation)?		

This block presents information on the university's social life. It is broken down into specific areas and data is given on the presence university associations and communities on social media. The best examples of such a section are the websites of the following universities:

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[34] URL: https://www.ethz.ch/en.html

[35] URL: http://www.uva.nl/en/home

- Novosibirsk State University (NSU)[36]
- Qatar University[37]
- Korean Advanced Institute of Science and Technology[38]

Thus, the section of the Korean Advanced Institute of Science and Technology's website devoted to student life provides information on the university's infrastructure and a complete list of interest classes and clubs. Comments can even be left on the quality of food served at the institute. As for Russia, Novosibirsk State University has an impressive section on student life on its website. A large subsection is devoted to comments by foreign students.

Block 14. Key Figures

Code	Questions	Yes	No
Figures1	Does the website contain key figures about the university?		
Figures2	Is there a menu of key figures?		
Figures3	Are the figures presented in tables, charts or infographics?		
Figures4	Are the figures accompanied by comments or reference information?		
Figures5	Are recent statistics for the past year cited?		

This block contains key figures about the university in various formats. The best examples of this are on the websites of the following universities:

- University of Amsterdam[39]

- The University of Tokyo[40]

- NRU Higher School of Economics (NRU HSE)[41]

The University of Amsterdam website contains the University's international ranking, The University of Tokyo presents data in tables with comments.

Block 15. Information for Foreign Partners

Code	Questions	Yes	No
Partners1	Is information for foreign partners included in a separate section or subsection of the website?		
Partners2	Does the section contain a list of foreign partners with working hyperlinks to their websites?		
Partners3	Is there a description of specific projects being implemented jointly with individual partners?		
Partners4	Is a set of options for potential partners available?		

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[36] URL: http://www.nsu.ru

[37] URL: http://www.qu.edu.qa

[38] URL: http://www.kaist.edu/html/en/index.html

[39] URL: http://www.uva.nl/en/home

[40] URL: http://www.u-tokyo.ac.jp/en/index.html

[41] URL: http://www.hse.ru/en

Partners5   Is there a description of successful past projects (with foreign or Russian partners)?

Partners6   Are contact details and/or accounts of the international relations department on social media indicated?

This block provides information on partners, joint programmes, completed programmes and feedback with the corresponding university division. The following universities provide all this information:

- Saint Petersburg National Research University of Information Technology, Mechanics and Optics (ITMO)[42]

- École Polytechnique Fédérale de Lausanne (Swiss Federal Institute of Technology in Lausanne)[43]

- ETH Zurich (Swiss Higher Technical School in Zurich)[44]

- University of Amsterdam[45]

- National University of Singapore[46]

The National University of Singapore merits particular attention here, as its website provides extensive information on donations to the university with tips on how to make donations and for what purposes.

Block 16. Contact Details

Code	Questions	Yes	No
Contacts1	Are contact details provided in a separate section of the website?		
Contacts2	Does the section contain university contact details: telephone number, physical address, email address?		
Contacts3	Does the section provide contact details of key university departments?		
Contacts4	Is there a map or a set of directions of how to reach the university?		
Contacts5	Are there hyperlinks to university accounts on social media?		

This block presents contact information in various formats, as well as contact details for key areas of the university's activity. The section of the website could act as a single contact centre or contain only key contacts. The following university websites are good examples of how this block should be presented:

- Moscow Institute of Physics and Technology (State University) (MIPT)[47]

- Peter the Great St. Petersburg State Polytechnic University (SPbPU)[48]

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[42] URL: http://www.en.ifmo.ru/en

[43] URL: http://www.information.epfl.ch

[44] URL: https://www.ethz.ch/en.html

[45] URL: http://www.uva.nl/en/home

[46] URL: http://www.nus.edu.sg

[47] URL: https://www.mipt.ru/en

[48] URL: http://www.eng.spbstu.ru

These blocks present general contact details, as well as those of the main divisions. They also contain maps and directions for reaching the university.

* * *

We have segmented each of the 16 blocks into several questions reflecting the presence or absence of content, various formats of presenting information and opportunities for feedback. A total of 108 variables were formulated into questions.

A questionnaire for each university surveyed contains 108 variables with "Yes" or "No" answers. Each "Yes" answer was awarded value "1" and each "No" answer was awarded "0". All of the questions have the same weight. Thus, the maximum possible score is 108, and the minimum score is 0. Scores can be calculated for each of the 16 blocks.

Our sample of 45 Russian higher education institutions included federal universities, science and research universities, universities with strong language programmes and universities oriented towards foreign students. The list of universities is contained in the Appendix.

We have selected universities that have the means and organizational resources to create strong English–language websites, are motivated to internationalize, or whose staff has a tradition of working with foreign audiences.

In addition, we have included 11 foreign universities from the QS Top 100 World Universities for which English is a foreign language, and which are therefore in the same competitive position as the Russian universities. Thus, the base contains 45 Russian and 11 foreign universities.

Working Hypotheses of the Study

Based on the results of the pilot research, we formulated the following working hypotheses, which were verified by analysing 108 substantive parameters for 45 Russian and 11 foreign universities.

Hypothesis 1. The key factor that distinguishes some university websites from others is the completeness of individual elements of their content. The leaders provide greater detail for every block. "Average performers" have sufficient detail in certain sections only; and the outsiders show a superficial approach to all or some sections.

Hypothesis 2. Universities can be categorized depending on the extent to which they fill all the sections that require a bottom–up initiative and how effectively they coordinate the Internet activities of individual divisions. The leading universities have better developed sections on their websites, which require input from departments and individual divisions and the management of educational programmes. They have more detailed information on the profiles of professors, lecturers and staff, as well as on the results of individual subdivisions and programmes.

Hypothesis 3. The key feature that distinguishes universities in the QS Top 100 World Universities from Russian universities is that the former pay greater attention to such blocks as Career, Library, Alumni, and Staff and Employment. The pilot study has shown that there are not enough incentives for Russian universities to maintain these sections in English, because the universities are oriented towards the domestic market.

English–Language Websites of Universities in Russia and Abroad: Results of Quantitative Analysis

Ratings of Leading Russian Universities

The first step in our analysis was to rank universities based on their scores. We tentatively call that sum the Web Internationalization Index. The maximum score matches the number of variables, because they all are coded on the same binary scale. Accordingly, universities can receive 108 points if they demonstrate a positive result on all the variables. Similarly, they can receive 0 points the answers to all the questions are in the negative. Let us look at the results of Russian universities and their rankings in terms of their total scores.

The scores of Russian universities range from 10 to 88. Considering the fact that some universities have identical scores, they are distributed across 30 positions. The Top 10 includes 12 universities; positions 11–20 include 19 universities; and 14 universities are included in positions 21–30 (see Table 2 in the Appendix).

The Top 10 includes universities with scores from 52 to 88. Four of these universities are located in Moscow and the Moscow Region: the leader is NRU Higher School of Economics (88 points); Skoltech is in third place with 66 points; the Moscow Institute of Physics and Technology (MIPT) is in eighth place with 54 points; and the Peoples' Friendship University of Russia (RUDN) is in ninth place with 53 points.

The Top 10 also includes three universities from St. Petersburg. The leader among the St. Petersburg universities is Saint Petersburg National Research University of Information Technology, Mechanics and Optics (second in the rating with 75 points). Next was St. Petersburg State Polytechnic University with 64 points (fourth place), followed by Saint Petersburg State Electrotechnical University with 53 points (ninth place, along with RUDN).

A number of Tomsk universities are in the Top 10 as well, including Tomsk Polytechnic University (TPU) with 58 points, and National Research Tomsk State University (TSU) with 52 points, which rounds out the Top 10.

The Top 10 also includes Kazan (Volga) Federal University (61 points, fifth place) and Lobachevsky State University of Nizhny Novgorod (UNN) (53 points, ninth place, shared with RUDN and Saint Petersburg State Electrotechnical University) and Ural Federal University (UrFU) (57 points, seventh place).

One notable finding is that NRU Higher School of Economics leads the top ten, 13 points ahead of Saint Petersburg National Research University of Information Technology, Mechanics and Optics (ITMO). ITMO, which in turn, is nine points ahead of Skoltech. Both universities are unique in that respect because the gap between them and other universities in the rating is minimal.

Positions 11–20 are taken up by universities with scores between 36 and 49. Unlike the previous group, the gap between universities is minimal and the range of scores is fairly narrow. They are concentrated around a mean average of 43 points.

At the top of the list (positions 11–20) is Far Eastern Federal University (FEFU). The group also includes six Moscow universities: the National University of Science and Technology (MISiS) (45 points, 15th place); Moscow State Institute of International Relations (MGIMO) (44 points, 16th place); Gubkin Russian State Oil and Gas University (42 points, 17th place); Russian State University for the Humanities (RSUH) and Moscow Aviation Institute (MAI) (40 points, 18th place); and Moscow Power Engineering Institute (MPEI) (39 points, 19th place). St. Petersburg is represented by one university, namely, the National Mineral Resources University (Mining University), which occupies a fairly high position (48 points, 12th place).

The group also includes Southern Federal University (SFedU) and North–Eastern Federal University (NEFU) (47 points, 13th place); Novosibirsk State University (NSU) (46 points, 14th place); and Samara State Aerospace University (45 points, 15th place). Siberian Federal University (SibFU) and Northern (Arctic) Federal University (NArFU) have 44 points each and share 16th place with MGIMO. Perm National Research Polytechnic University (PSTU) and National Research University Belgorod State University have 40 points and share 18th place with the Russian State University for the Humanities (RSUH) and the Moscow Aviation Institute (MAI). Immanuel Kant Baltic Federal University (IKBFU) and Perm State University have 39 points and share 19th place with MPEI. National Research Saratov State University rounds out the group with 36 points.

Finally, the third group of 10 (positions 21–30) is topped by North–Caucasus Federal University (35 points, 21st place). The spread of scores is wider here compared with the second group, but is less than the first group. Moscow universities make up the majority of this group: Moscow State University of Civil Engineering (MISI) (34 points, 22nd place); Bauman Moscow State Technical University and National Research Nuclear University MEPhI (Moscow Engineering Physics Institute) (23rd place, 33 points); National Research University of Electronic Technology (MIET) (30 points, 24th place); Lomonosov Moscow State University (25 points, 27th place); Russian National Research Medical University (22 points, 28th place); and Maurice Thorez Moscow State Linguistic University (14 points, 29th place).

Among the St. Petersburg universities, the third group of universities (positions 21–30) include St. Petersburg State University and St. Petersburg Academic University – Nanotechnology Research and Education Centre of the Russian Academy of Sciences (the Academic University), which is at the bottom of the list with just 10 points.

The group also includes Kazan State Technological University (KSTU) and Ogarev Mordovia State University (34 points, 22nd place); South Ural State University (28 points, 25th place); and Irkutsk National Research Technical University (27 points, 26th place).

A number of conclusions can be drawn from the ranking:

1) Only two universities (NRU Higher School of Economics and ITMO) achieved outstanding results. They are well clear of the other universities. However, even the leaders show room for improvement.

2) There is little connection between the region in which the university is located and its place in the ranking. The Top 10 includes St. Petersburg and Tomsk universities alongside Moscow universities. Kazan, Yekaterinburg and Nizhny Novgorod universities are also represented. Conversely, a considerable num–ber of Moscow universities displayed average and below average results.

3) Some major universities fail to reflect their true potential on their English–language websites. The fact that giants such as Lomonosov Moscow State University, St. Petersburg State University and Bauman Moscow State Technical University are in the third group is striking. Some "language–oriented" universities are similarly lacking: notice the low position of Maurice Thorez Moscow State Linguistic University and MGIMO's middling performance.

4) On the whole, the level of English–language content on the websites of Russian universities is quite low. They have great potential for development (even including universities in the Top 10).

Russian Universities Compared with Universities in the QS Top 100 World Universities

Eleven universities from the QS Top 100 World Universities ranking were chosen for the purpose of comparison. The sample includes universities where English is not the native language and which are therefore in conditions similar to those of Russian universities. The universities chosen are from different countries. They include European (University of Amsterdam, École Polytechnique Fédérale de Lausanne, ETH Zurich, Heidelberg University and École Normale Supérieure in Paris), Asian (Tsinghua University, University of Tokyo and the Korean Advanced Institute of Science and Technology) and Middle Eastern (Qatar University and Abu Dhabi University) universities.

Table 3 in the Appendix provides the overall rating of both Russian and foreign universities in the QS Top 100 World Universities. The following conclusions can be drawn.

The overwhelming majority (10 out of 11) universities from the QS Top 100 World Universities are either superior or comparable to the leaders in the Russian rankings. In fact, the only real Russian rival is NRU Higher School of Economics, which comes after the University of Amsterdam, École Polytechnique Fédérale de Lausanne and ETH Zurich (which received 97, 95 and 93 points, respectively, compared with NRU HSE's 88 points), but is ahead of other foreign universities included in the sample. The number two Russian university – Saint Petersburg National Research University of Information Technology, Mechanics and Optics (ITMO) – ranks behind seven foreign universities, and slightly higher than Tsinghua University. The Korean Advanced Institute of Science and Technology and Abu Dhabi University are at about the same level as the Russian top ten. The École Normale Supérieure in Paris (43 points), however, is on roughly the same level as the Russian group of "average performers" in terms of its English–language content.

We can draw at least two conclusions from this. First, the English–language websites of QS Top 100 World Universities generally have highly developed content.

There are some exceptions, however, such as the École Normale Supérieure in Paris. Second, very few Russian universities can be compared to the majority of the foreign universities included in the sample. Of course, the sample would have to be expanded to gain a more complete picture. But even the limited number of foreign universities in the sample is sufficient to reveal this trend.

In what areas do Russian universities (even the leaders) lag behind their foreign counterparts in terms of content? Despite the fact that all the parameters in the rating carry equal weight, an analysis of individual content sections and the degree to which they can be considered "complete" reveals the areas in which Russian university websites are lacking or, on the contrary, superior.

The following operation was performed to identify these differences. First, we calculated the total scores for each university in all the sections. Second, we calculated the degree to which Russian and foreign universities fill each section with content. For example, the section About the University consists of five parameters (the breakdown is given in the previous section of this report). Accordingly, meeting all the five parameters means that the section is 100 per cent complete. We calculated the average values for each of the 16 sections of the website for a group of ten leading foreign universities (with the exception of the École Normale Supérieure in Paris) and the similar values for the three groups of Russian universities: leaders, average and sub–par performers.

The differences between the foreign universities and the Russian leaders are shown in Figure 1 and Table 4. It is possible to identify the sections of websites where the results of Russian universities are comparable to or are even slightly better than those of their foreign counterparts. Thus, the sections About the University, University Admission and Information for Foreign Partners are more complete in terms of content on the websites of leading Russian universities than they are at foreign universities. Russian universities are only slightly behind in the Contact Details, University News and Mission and Strategic Goals sections. The lag is more noticeable in the sections entitled Management and Staff, University Social Life, Science and Research, History of the University and Educational Programmes. And there are five sections where foreign universities from the QS Top 100 World Universities rankings are ahead of Russian leaders by a very wide margin.

The Library section is the most noticeable. Practically all the foreign universities in the sample have a highly developed Library section, including a catalogue in English and access to full–text databases. Russian universities do not match this standard in English. Leading Russian universities are also well behind in the Career section of their websites. The majority of foreign universities have substantive and functional sections in English. Russian universities are poorly represented in the rating. The situation is similar with regards to the Alumni section. These sections are excellent in Russian, but not in English. There is a noticeable lag in the sections of some research and educational divisions of universities (in the Divisions and Departments section). Finally, the Key Figures section of Russian university websites is extremely thin in terms of content, whereas the foreign universities included in the sample provide much greater detail.

The same trend is revealed when comparing the sample of foreign universities with the Russian group of average and sub–par performers. The only difference

is that the gap between Russian and foreign universities in the five problematic sections is even more pronounced. As for the sections in which the Russian leaders are superior or comparable to their foreign counterparts, the average and sub–par performers have worse results compared with Russian leaders. The trend is highlighted in Figures 2 and 3 and Tables 4 and 5. This corroborates Hypothesis 3.

Universities in the QS Top 100 have a higher and more even distribution of details among different sections of their websites. The minimum level of content of individual sections never drops below 45 per cent (in the Career section). The completeness of this section on Russian university websites that are in the Top Ten is a mere 3.6 per cent. In practice, this means that Russian universities provide the bare minimum of information on graduate prospects and the contact details of the careers department. By contrast, foreign universities in the QS Top 100 ranking include examples of the career trajectories of graduates, lists of vacancies, and internship opportunities, as well as other useful content.

The same is true of the "problem" sections on the English–language websites of Russian universities. The Alumni section on the websites of foreign universities is on average 63 per cent complete, compared to 25 per cent for the top ten Russian universities. The section is 14 per cent complete for average performers, and just 5 per cent complete for the sub–par Russian websites. Again, whenever Russian universities do have Alumni sections, they tend to be limited to brief information and contact details. By contrast, foreign universities put far more effort into creating these sections, with photos of outstanding alumni, search mechanisms, and the possibility of contributing to the university's endowment. Interestingly, these solutions are present in the Russian–language versions of the websites, but not in the English–language versions.

The Library section in foreign universities is, on average, 93 per cent complete, compared to 33 per cent for the top ten Russian universities. This figure drops to 12 per cent for average and sub–par performers. It is not uncommon for Russian universities to have sections in the English–language version of their websites that are entirely in Russian. Or they just contain the most basic of information: contact details, office hours, etc. There is no advanced content such as catalogues, databases, repositories, etc.

The Divisions and Departments section reveals a similar trend. This section is, on average, 78.57 per cent complete on the English–language websites of the foreign universities included in the sample. This is in contrast to the 45.24 per cent completion rate among the top ten Russian university websites (30.53 per cent for average performers and 25.71 per cent for sub–par performers). The websites of foreign universities generally contain a wealth of information on educational programmes, staff and departmental profiles. Russian universities, on the other hand, often make do with very basic information. This confirms Hypothesis 2.

The top ten Russian university websites are not far behind, or are even ahead of, their foreign counterparts in terms of the amount of details provided in certain sections – About the University, Contact Details, University Admission, University News, Information for Foreign Partners and University Social Life. However, foreign universities also have fairly high indicators on all these counts. If we compare the three groups of Russian universities, the same pattern is revealed for

practically all groups. But, contrary to our initial expectation, the degree to which the sections are complete drops evenly from group to group. In other words, the lag in the Russian sample is due to weakness in all sections, rather than to the lopsided development of individual sections.

The content of Russian university websites and those in the QS Top 100 reveals different models of internationalization among these universities. The Russian leaders generally do a good job of informing foreign audiences about their work. But there are obvious gaps when it comes to services, interaction and providing detailed information about divisions. This is apparently due to a lack of mass demand for such services and details. In other words, the share of foreign students studying in English at Russian universities is so low that it gives little incentive to develop separate sections. There is no point in creating an information infrastructure when there is no demand for one. By contrast, the foreign universities from the top QS Top 100 apparently have a larger share of programmes in English and consequently a larger share of English speaking students, which creates demand for the development of corresponding sections and stimulates greater activity of departments.

It would seem that the optimal strategy for Russian universities under these conditions would be to attract foreign students through their English–language websites. This would be followed by instruction in Russian and assignment to Russian–language programmes. It makes sense that the development of an information infrastructure in English should follow the growth of English–language programmes and the number of English speaking students. However, the presence of various sections and services in English, even if the number of English–language programmes is minimal, still makes a university more attractive to foreigners. The lack of an information infrastructure hampers the growth of demand. If infrastructure develops ahead of demand, it may spur demand. Even if oriented towards Russian–language programmes, universities look potentially more attractive when providing services in a language that the student or applicant knows better.

Recommendations

The work carried out leads to a number of practical recommendations:

1) The Russian leaders in the rating (the Top 10) should focus on developing the English–language services of their library websites and work with alumni and career services after graduation. They should also create more detailed pages or websites for individual departments and other subdivisions. The development of these sections would elevate them to the level of leading foreign universities – or even beyond – in terms of the amount of content offered. Such work might include the following:

   1.1) Creating an online catalogue, providing access to full–text databases and the development of a repository in English in the Library section of the website.

   1.2) Including success stories of foreign graduates, creating a database of internships and vacancies, and developing interactive career guidance tools in the Career section of the website.

   1.3) Creating an English–language database of foreign alumni, setting up a gallery of outstanding alumni and developing a tool that allows people to contribute to the university's endowment in the "Alumni" section of the website.

   1.4) Making the websites of university departments and other subdivisions uniform in terms of their look and feel. Providing information on their profile, educational courses, publications and staff.

2) Russian universities from the second and third tiers in the ranking (positions 11–30) need to catch up to their foreign counterparts in those sections where the Russian leaders are strong (About the University, Contact Details, University Admission, University News, History of the University, University Social Life, Information for Foreign Partners, etc.) As a rule these sections take less time and effort compared with other sections. It would also allow for the use of the strategy that is best for Russian universities – to attract foreign students to Russian–language programmes through the English–language website. In particular, the following elements should be introduced:

   2.1) An English–language video presentation of the university should be included in the section entitled About the University, along with additional materials (annual report, informational brochure, etc.).

   2.2) Online forms of documents to be submitted, information about the costs and possible sources of financing, as well as details about the accommodation, university life, etc., should be posted in the Admission section.

   2.3) Detailed information about the content of educational programmes (courses, programmes, instructors), opinions of graduates, information on the knowledge and competences the programme provides and abstracts of Russian–language programmes should be provided in the Educational Programmes section.

2.4) Summaries of current research programmes and links to key publications (synchronized with the library and repository) should be provided in the Science and Research section.

2.5) The University News section should be synchronized with the news feeds of subdivisions, departments and educational programmes.

2.6) The Management and Staff section should be synchronized with information on the staff of individual divisions and educational programmes.

2.7) Examples of successful partnership projects, as well as options for potential partners, should be included in the Information for Foreign Partners section.

3) Part of the work on the university portal should be delegated to subdivisions: faculties, institutes, departments, etc. (subject to quality control by the divisions responsible). This will make it possible to update information on staff, educational programmes and publications more quickly and more fully. This is relevant for social media as well.

4) Systematic tracking of the key indicators of visits made to the English–language site by various groups of foreign visitors is necessary. A comparison of these figures with the numbers of applications for admission and demand for other university services must be made.

5) The work of university staff members responsible for various sections, services and site elements (the public relations service, press service, IT, international relations, marketing, translators, library, faculties, etc.), needs to be coordinated. The experience of work with 11 Russian universities has shown that horizontal coordination between these subdivisions (for example, an interdepartmental working group) is more effective than "top–down" management.

6) Each university needs detailed segmentation of foreign target audiences and key sections of the site need to be oriented towards these audiences. The English–language website should take into account the needs of these groups of visitors rather than mechanically copying the Russian–language site.

7) As part of state financing of universities, targeted resources should be allocated to develop English–language websites. Within university budgets it would be practicable to finance the online resources of individual educational and research divisions of the university.

Appendices

Table 2. Rating of English–language Content of Russian University Websites

Name of University	Score	Place in Ranking
NRU Higher School of Economics (NRU HSE)	88	1
Saint Petersburg National Research University of Information Technology, Mechanics and Optics (ITMO)	75	2
Skolkovo Institute of Science and Technology (Skoltech)	66	3
Peter the Great St. Petersburg State Polytechnic University (SPbPU)	64	4
Kazan (Volga) Federal University	61	5
National Research Tomsk Polytechnic University (TPU)	58	6
Ural Federal University named after the First President of Russia Boris Yeltsin (UrFU)	57	7
Moscow Institute of Physics and Technology (State University) (MIPT)	54	8
Lobachevsky State University of Nizhny Novgorod – National Research University (UNN)	53	9
Peoples' Friendship University of Russia (RUDN)	53	9
Saint Petersburg State Electrotechnical University LETI (ETU)	53	9
National Research Tomsk State University (TSU)	52	10
Far Eastern Federal University (FEFU)	49	11
The National Mineral Resources University (Mining University)	48	12
Southern Federal University (SFedU)	47	13
North-Eastern Federal University (NEFU)	47	13
Novosibirsk State University (NSU)	46	14
National Research Technological University (MISiS)	45	15
Samara State Aerospace University	45	15
Siberian Federal University (SibFU)	44	16
Northern (Arctic) Federal University (NArFU)	44	16
Moscow State Institute of International Relations, Ministry of Foreign Affairs of the Russian Federation (MGIMO MFA of Russia)	44	16
Gubkin Russian State Oil and Gas University	42	17
Russian State University for the Humanities (RSUH)	40	18
Perm National Research Polytechnic University (PSTU)	40	18
Belgorod State University	40	18
Moscow Aviation Institute (National Research University) (MAI)	40	18
Immanuel Kant Baltic Federal University (IKBFU)	39	19
Perm State University	39	19
Moscow Power Engineering Institute (MPEI)	39	19
National Research Saratov State University	36	20
North-Caucasus Federal University	35	21
Kazan State Technological University (KSTU)	34	22
Ogarev Mordovia State University	34	22

End of Table 2.

Name of University	Score	Place in Ranking
Moscow State University of Civil Engineering (MISI)	34	22
Bauman Moscow State Technical University (BMSTU)	33	23
National Research Nuclear University MEPhI (Moscow Engineering Physics Institute)	33	23
National Research University of Electronic Technology (MIET)	30	24
St. Petersburg State University	28	25
South Ural State University	28	25
Irkutsk National Research Technical University (ISTU)	27	26
Lomonosov Moscow State University (MSU)	25	27
Russian National Research Medical University	22	28
Moscow State Linguistic University (MSLU)	14	29
St. Petersburg Academic University – Nanotechnology Research and Education Centre of the Russian Academy of Sciences (the Academic University)	10	30

Table 3. Rating of the English–Language Content of the Websites of Russian Universities and QS Top 100 World Universities

Name of University	Score	Place in Ranking
University of Amsterdam	97	1
École Polytechnique Fédérale de Lausanne (Swiss Federal Institute of Technology in Lausanne)	95	2
ETH Zurich (Swiss Higher Technical School in Zurich)	93	3
NRU Higher School of Economics (NRU HSE)	88	4
National University of Singapore	81	5
University of Tokyo	80	6
Heidelberg University	76	7
Qatar University	76	8
Saint Petersburg National Research University of Information Technology, Mechanics and Optics (ITMO)	75	9
Tsinghua University	72	10
Skolkovo Institute of Science and Technology (Skoltech)	66	11
Peter the Great St. Petersburg State Polytechnic University (SPbPU)	64	12
Kazan (Volga) Federal University	61	13
National Research Tomsk Polytechnic University (TPU)	58	14
Korean Advanced Institute of Science and Technology	57	15
Ural Federal University named after the First President of Russia Boris Yeltsin (UrFU)	57	15
Abu Dhabi University	56	16
Moscow Institute of Physics and Technology (State University) (MIPT)	54	17
Lobachevsky State University of Nizhny Novgorod – National Research University (UNN)	53	18

End of Table 3.

| Name of University	Score	Place in Ranking
Peoples' Friendship University of Russia (RUDN)	53	18
Saint Petersburg State Electrotechnical University LETI (ETU)	53	18
National Research Tomsk State University (TGU)	52	19
Far Eastern Federal University (FEFU)	49	20
The National Mineral Resources University (Mining University)	48	21
Southern Federal University (SFedU)	47	22
North-Eastern Federal University (NEFU)	47	22
Novosibirsk State University (NSU)	46	23
National Research Technological University (MISiS)	45	24
Samara State Aerospace University	45	24
Siberian Federal University (SibFU)	44	25
Lomonosov Northern Arctic Federal University (SAFU)	44	25
Moscow State Institute of International Relations, Ministry of Foreign Affairs of the Russian Federation (MGIMO MFA of Russia)	44	25
École Normale Supérieure, Paris	43	26
Gubkin Russian State Oil and Gas University	42	27
Russian State University for the Humanities (RSUH)	40	28
Perm National Research Polytechnic University (PSTU)	40	28
Belgorod State University	40	28
Moscow Aviation Institute (National Research University) (MAI)	40	28
Immanuel Kant Baltic Federal University (IKBFU)	39	29
Perm State University	39	29
Moscow Power Engineering Institute (MPEI)	39	29
National Research Saratov State University	36	30
North-Caucasus Federal University	35	31
Kazan State Technological University (KSTU)	34	32
Ogarev Mordovia State University	34	32
Moscow State University of Civil Engineering (MISI)	34	32
Bauman Moscow State Technical University (BMSTU)	33	33
National Research Nuclear University MEPhI (Moscow Engineering Physics Institute)	33	33
National Research University of Electronic Technology	30	34
St. Petersburg State University	28	35
South Ural State University	28	35
Irkutsk National Research Technical University (ISTU)	27	36
Lomonosov Moscow State University (MSU)	25	37
Russian National Research Medical University	22	38
Moscow State Linguistic University (MSLU)	14	39
St. Petersburg Academic University – Nanotechnology Research and Education Centre of the Russian Academy of Sciences (the Academic University)	10	40
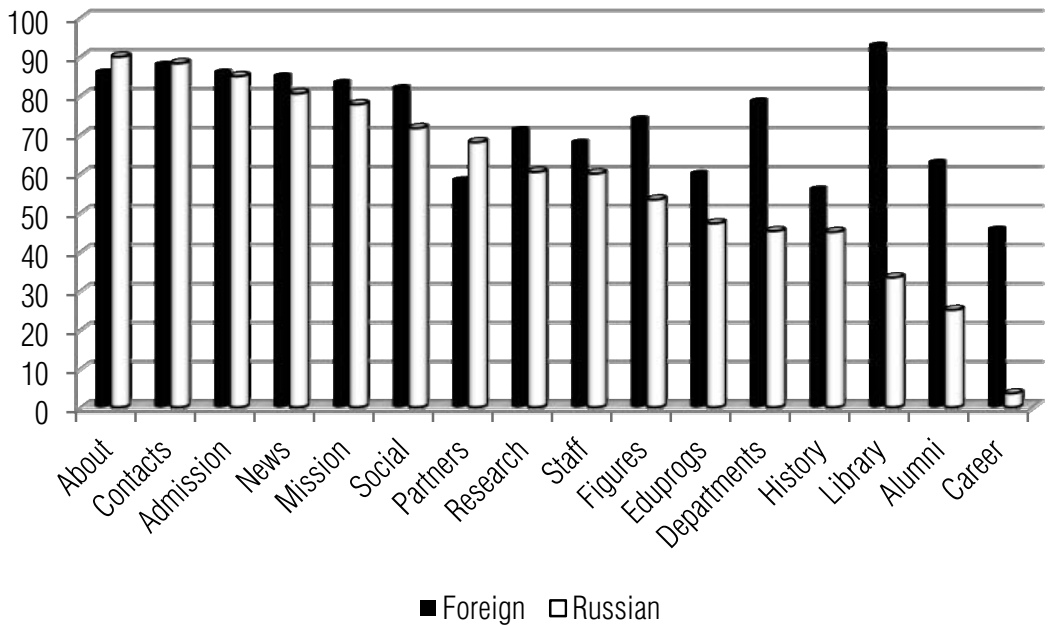
Figure 1. Completeness of Website Sections of the Top Russian Universities (Ranked 1–10) and QS Top 100 World Universities (in %).
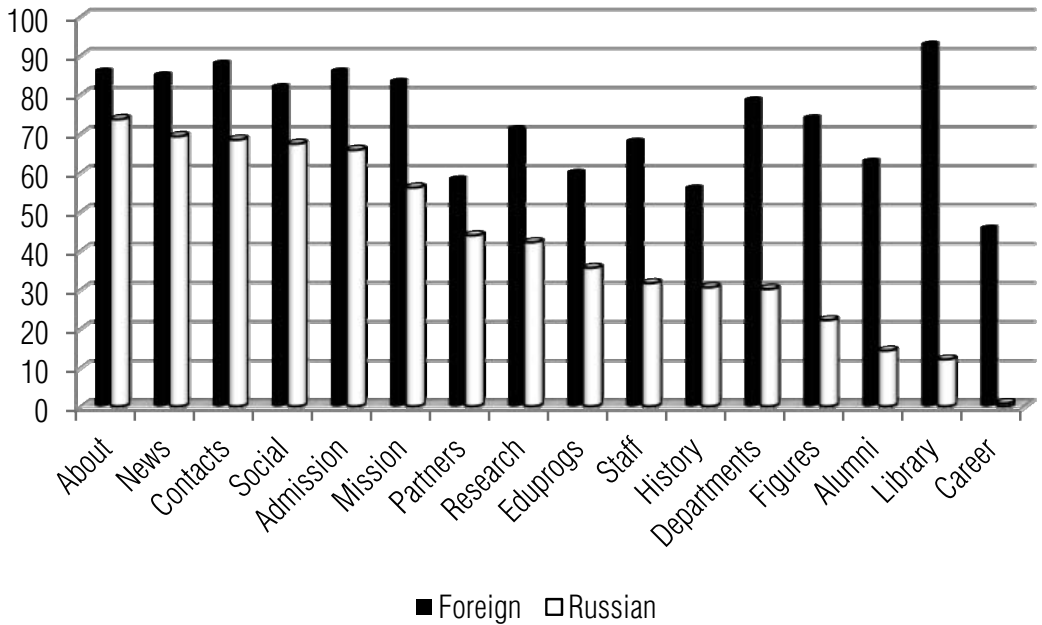

Figure 2. Completeness of Website Sections of Russian Universities (Ranked 11–20) and QS Top 100 World Universities (in %).
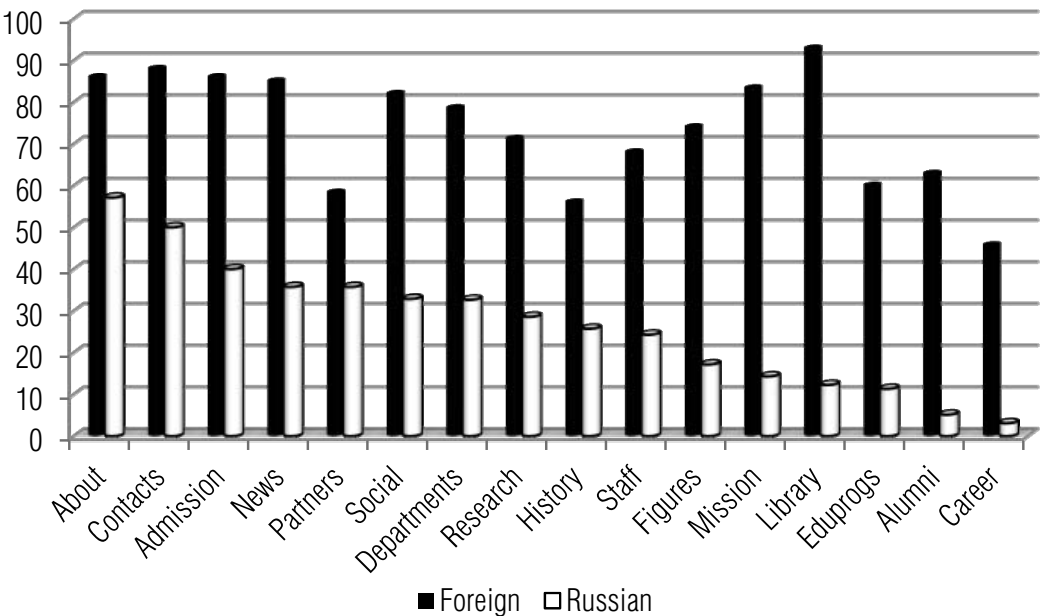
Figure 3. Completeness of Website Sections of Russian Universities (Ranked 21–30) and QS Top 100 World Universities (in %).

Table 4. Completeness of Website Sections of the Top Russian Universities (Ranked 1–10) and QS Top 100 World Universities (in %)

English-Language Website Section	QS Top 100 World Universities	Leaders of the Russian English-Language Content Rating (Top 10)	Difference
About	86.00	90.00	4.00
Contacts	88.00	88.33	0.33
Admission	86.00	85.00	-1.00
News	85.00	80.56	-4.44
Mission	83.33	77.78	-5.56
Social	82.00	71.67	-10.33
Partners	58.33	68.06	9.72
Research	71.25	60.42	-10.83
Staff	68.00	60.00	-8.00
Figures	74.00	53.33	-20.67
Educational Programmes	60.00	47.22	-12.78
Departments	78.57	45.24	-33.33
History	56.00	45.00	-11.00
Library	92.86	33.33	-59.52
Alumni	62.86	25.00	-37.86
Career	45.71	3.57	-42.14

Table 5. Completeness of Website Sections of Russian Universities (Ranked 11–20) and QS Top 100 World Universities (in %)

English-Language Website Section	QS Top 100 World Universities	Leaders of the Russian English-Language Content Rating (Ranked 11–20)	Difference
About	86.00	73.68	-12.32
News	85.00	69.30	-15.70
Contacts	88.00	68.42	-19.58
Social	82.00	67.37	-14.63
Admission	86.00	65.79	-20.21
Mission	83.33	56.14	-27.19
Partners	58.33	43.86	-14.47
Research	71.25	42.11	-29.14
Educational Programmes	60.00	35.53	-24.47
Staff	68.00	31.58	-36.42
History	56.00	30.53	-25.47
Departments	78.57	30.08	-48.50
Figures	74.00	22.11	-51.89
Alumni	62.86	14.29	-48.57
Library	92.86	12.03	-80.83
Career	45.71	0.75	-44.96

Table 5. Completeness of Website Sections of Russian Universities (Ranked 21–30) and QS Top 100 World Universities (in %)

English-Language Website Section	QS Top 100 World Universities	Leaders of the Russian English-Language Content Rating (Ranked 21–30)	Difference
About	86.00	57.14	-28.86
Contacts	88.00	50.00	-38.00
Admission	86.00	40.00	-46.00
News	85.00	35.71	-49.29
Partners	58.33	35.71	-22.62
Social	82.00	32.86	-49.14
Departments	78.57	32.65	-45.92
Research	71.25	28.57	-42.68
History	56.00	25.71	-30.29
Staff	68.00	24.29	-43.71
Figures	74.00	17.14	-56.86
Mission	83.33	14.29	-69.05
Library	92.86	12.24	-80.61
Educational Programmes	60.00	11.31	-48.69
Alumni	62.86	5.10	-57.76
Career	45.71	3.06	-42.65

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