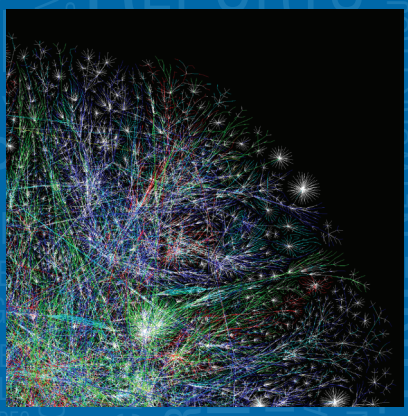
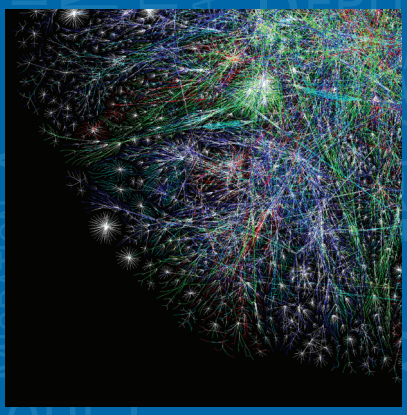
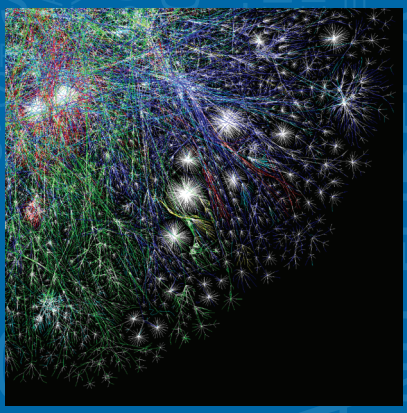
RUSSIAN
INTERNATIONAL
AFFAIRS COUNCIL







REPORT

WEB INTERNATIONALIZATION OF RUSSIAN UNIVERSITIES (2016–2017)

31 / 2017

RUSSIAN INTERNATIONAL AFFAIRS COUNCIL

MOSCOW 2017

Russian International Affairs Council

Authors:

I.N. Timofeev (Head), Ph.D. in Political Science; A.Y. Kuznetsova

Editors:

T.A. Makhmutov, Ph.D. in Political Science; E.S. Chimiris, Ph.D. in Political Science;
A.L. Teslya, J. Rawlings

Web Internationalization of Russian Universities (2016–2017). Report No. 31/2017 [I.N. Timofeev, A.Y. Kuznetsova]; Russian International Affairs Council (RIAC). Moscow: RIAC, 2017. – 28 pages – The names of the authors are listed on reverse of the title page.

ISBN 978-5-9909440-2-2

This report is the result of a new stage in the research of the online English-language resources on the websites of Russian universities and is a follow-up to the initial report produced by the Russian International Affairs Council (RIAC) entitled "Web Internationalization: Russian Universities" in 2015. The authors developed a methodology for assessing the English-language websites of universities. The online resources of 47 universities were analysed and compared with those of 11 QS Top 100 World Universities. The results of the study are presented in the form of a ranking of the English-language websites of Russian universities. An analysis of common problems and a list of recommendations have also been provided.

The full text is published on RIAC's website. You can download the Report or leave a comment via this direct link: **http://russiancouncil.ru/en/report31**

TABLE OF CONTENTS

Introduction

This report is the result of a new stage in the research of the online English-language websites of Russian universities. It is a follow-up to the initial report produced by the Russian International Affairs Council (RIAC) entitled "Web Internationalization: Russian Universities" in 2015.[1]

The RIAC research group set up for this purpose continued to monitor the online English-language content of leading Russian universities throughout 2016 and early 2017. This work has resulted in the databases and the Web Internationalization Index of Russian Universities being updated. The new array of information allows us to assess the dynamics of the development of online resources at Russian universities. The research methodology remained the same. The sample of 47 Russian higher education institutions (one more than in 2015) included federal universities, science and research universities, universities with strong language programmes and universities oriented towards foreign students.

The goal of our work is to demonstrate the areas where the strengths and weaknesses lie in the development of English-language content on the websites of Russian universities. To this end, we have provided a number of recommendations that our partners in these universities can use. We have also continued to develop educational programmes and workshops for universities that aim to help institutions become more international in scope and give them access to foreign markets for educational services. This task is very difficult to address in the current climate without the active presence of the English-language segment of the internet: English has become the global language of communication – if Russian-language educational programmes are to compete with their counterparts from other countries, marketing needs to be carried out in English.

We proceeded from the hypothesis that a low base effect would allow universities that received poor scores in 2015 to improve their results significantly. Our analysis served only to disprove this, however, as the universities that moved up the ratings were those that were already in the first group, having made significant efforts to develop their English-language websites. Competition within this group has increased greatly. Conversely, the overwhelming majority of the universities in the remaining groups made very few changes to their English-language content. In other words, the leaders in these rankings have become noticeably stronger in terms of the English-language content they provide on their websites, while the weaker universities have not made any efforts to do the same. It is also worth noting that the leading Russian universities in this area have managed to gain ground on a number of universities in the QS Top 100 World University Rankings.

[1] Timofeev, I. N., Makhmutov, T. A., Chimiris, E. S., Teslya, A. L., Kuznetsova, A. Y. Web Internationalization of Russian Universities. Russian International Affairs Council. Moscow: Spetskniga, 2015 / URL: http://old.russiancouncil.ru/common/upload/RIAC-University-Report24-En.pdf

Like any model, the Web Internationalization Index of Russian Universities has its limitations. As it is, the index gives us an idea of a limited set of parameters and should be just one of the criteria used to assess the international activity of Russian universities. The model itself remains open for further criticism from researches and practitioners from Russia and around the world.

Authors

March 2017

Methodology[2]

In order to evaluate the English-language internet resources of Russian universities, RIAC has developed a system of 108 variables (questions) that have been divided into 16 semantic blocks:

1. About the University
2. History of the University
3. University Admission
4. Educational Programmes
5. Departments and Institutes
6. Library
7. Science and Research
8. Mission and Strategic Goals
9. Management and Staff
10. University News
11. Alumni
12. Careers
13. University Social Life
14. Key Figures
15. Information for Foreign Partners
16. Contact Details

Each of the 16 blocks was segmented into several questions reflecting the presence or absence of content, various formats of presenting information and opportunities for feedback. All the universities that took part in the study completed a questionnaire containing 108 variables with "Yes" or "No" answers. Accordingly, "Yes" answers were awarded a value of "1" and "No" answers were given "0". All of the questions carry equal weight. Thus, the maximum possible score is 108, and the minimum score is 0. Scores can be calculated for each of the 16 blocks.

Each of the blocks is oriented towards one or several target groups, with the following target groups being identified: foreign applicants; the parents of applicants or those who will finance their study and want detailed information about the educational services offered; foreign students who already study at the university; foreign graduates; potential and current university staff members and instructors and foreign applicants for teaching, research and administrative positions; foreign researchers and instructors from other universities; foreign institu-

[2] We only provide a brief summary of the research methodology in the present paper. For a full description, see the initial report: Timofeev, I. N., Makhmutov, T. A., Chimiris, E. S., Teslya, A. L., Kuznetsova, A. Y. Web Internationalization of Russian Universities. Russian International Affairs Council. Moscow: Spetskniga, 2015 / URL: http://old.russiancouncil.ru/common/upload/RIAC-University-Report24-En.pdf

tional partners, including universities, research organizations, associations and funds; international ratings agencies and experts gathering information about the university; and foreign journalists.

In addition, we have included 11 foreign universities from the QS Top 100 World University Rankings for which English is a foreign language (universities in France, Germany, China, Singapore and South Korea, among others), and which are therefore in the same competitive position as the Russian universities. The results of Russian universities were then compared to those of their foreign counterparts on the basis of the results obtained.

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

In 2016 Plekhanov Russian University of Economics was included in the database, raising the total number of Russian universities in the study to 47. Just like in 2015, the first step in our analysis was to rank the universities based on their scores. As Table 1 shows (see the Appendix), several universities managed to improve their positions over the course of the year. The scores range from 10 to 92 (88 was the top score in 2015). Given that some institutions scored the exact same number of points, Russian universities occupy 33 positions in the ranking. Accordingly, 12 universities occupy the first 11 positions, while 20 and 15 universities make up the second and third groups, respectively (see Table 1 in the Appendix).

First Group – The "Leaders"

The Top 11 universities scored between 60 and 92 points. Only four of these institutions are located in Moscow. The National Research University Higher School of Economics remains the overall leader (with 92 points), improving its 2015 score by four points.

St. Petersburg National Research University of Information Technologies, Mechanics and Optics (ITMO) improved its position significantly. While holding on to second place in the ranking, the institution improved its score dramatically – from 75 in 2015 to 85 in 2016/17. If this rate of growth continues, it is entirely possible that ITMO could occupy first place in the near future.

The educational institutions in Tomsk deserve special attention. National Research Tomsk State University (TSU), which occupied 10th place in 2015, now closes out the top three in the current ranking with 78 points (compared to 52 points a year ago – a 26-point improvement). The university has made a real and qualitative breakthrough in terms of the English-language content available on its website. Meanwhile, Tomsk Polytechnic University (TPU) lost ground in the ranking (dropping from 6th to 8th), despite scoring more points than in 2015 (63 compared to 58), an achievement that can be put down to the hard work of the university's staff.

Skolkovo Institute of Science and Technology (Skoltech) also scored more points than in the previous study (72 compared with 66), yet dropped from third to fourth place in the ranking.

The Moscow Institute of Physics and Technology (MIPT) also improved its position significantly, scoring 12 points more than the previous time around (66 compared to 54 in 2015). The Peoples' Friendship University of Russia (RUDN)

came in 11th place (60 points), down from 9th two years ago, despite scoring 7 points more – a testament to the hard work of the university's staff to develop the website.

St. Petersburg State Polytechnic University received 71 points, which placed it 5th in the rankings. We can see a pattern emerging here, as the university scored more points (71 compared to 64 two years ago) but fell in the rankings (from 4th to 5th).

The main pattern observed in the study is the high level of competition among the rating's leaders, all of which introduced improvements to their websites. This is evidenced by the fact that they scored a greater number of points, although in a number of cases this was not enough for certain universities to hold on to their positions in the rating.

Several universities that occupied lower positions in 2015 were able to break into the leading group. The Far Eastern Federal University (FEFU) demonstrated particularly impressive results, moving up from 11th position in the 2015 rankings (with 49 points) to 7th (65 points). Siberian Federal University (SibFU) also showed positive dynamics: in 2015, the university scored just 44 points taking 16th place; as of early 2017, it is in 9th place with 62 points.

Lobachevsky State University of Nizhny Novgorod (UNN) and Ural Federal University (UrFU) both remain in the leading group (with 62 and 61 points, respectively) (see Table 1 in the Appendix). UrFU scored higher this year but fell behind slightly in the rating, while UNN increased its score significantly, allowing it to hold onto 9th place.

The main pattern observed in the study is the high level of competition among the rating's leaders, all of which introduced improvements to their websites. This is evidenced by the fact that they scored a greater number of points, although in a number of cases this was not enough for certain universities to hold on to their positions in the rating.

It is worth noting that the universities in the first group significantly improved their scores in areas such as "Mission and Strategic Goals" and "Science and Research." They also demonstrated positive movement in the blocks "Alumni", "Educational Programmes", and "Library" (see Figure 5 in the Appendix). In other words, the leading universities are working to improve relatively simple areas, as well as those that require significant effort to develop further.

Second Group – The "Average Performers"

The second group includes universities that scored between 39 and 56 points. Unlike the previous group, it is characterized by a smaller gap between universities and a rather narrow points range.

This notwithstanding, the majority of universities in this group demonstrated improvement, although not as noticeably as those in the first group. The biggest movers were the National University of Science and Technology (MISiS) (scor-

ing 6 points more than in the previous study – 51 compared to 45 – which was good enough to climb a position in the rating), the Northern (Arctic) Federal University (NArFU) (an increase of six points – from 44 to 50 – and one position higher in the table) and the Russian State University for the Humanities (RSUH) (a six point increase – from 40 to 46 – and one position higher).

A number of universities showed slight improvements in terms of the number of points scored but fell to lower positions in the rating. These include Southern Federal University (SFedU) (which showed an increase from 47 points to 49 points while falling three places in the rating), the National Mineral Resources University (Mining University) (up one point but falling four places), Moscow State Institute of International Relations (MGIMO) (up from 44 points to 47 points while falling one position), Novosibirsk State University (NSU) (47 points compared to 46, down three places), Gubkin Russian State Oil and Gas University (with an increase of 4 points – from 42 to 46 – but one position lower), Perm National Research Polytechnic University (PSTU) (42 points compared to 40, two places lower), Moscow Power Engineering Institute (MPEI) (40 points, up from 39 in 2015, falling of two positions) and Saratov State University (up from 36 points to 40 points, but down one place in the ranking).

On the whole, universities in the second group demonstrated either moderate growth or stayed at the same level in terms of the number of points received. In both cases, the universities in question lost positions in the rankings. Improvements were made in such areas as “Key Figures”, “Educational Programmes”, “Departments and Institutes”, and “Science and Research.”

St. Petersburg State Electrotechnical University LETI (ETU) scored three points higher than in 2015 (56 points compared to 53), but competition from other universities meant that it was unable to preserve its place in the first group, dropping to 12th.

Our newcomer, Plekhanov Russian University of Economics, finished in 14th place with 51 points.

Several universities received the exact same number of points that they did during the previous survey. The result of this is that they all fell in the rankings. The North-Eastern Federal University (NEFU) (47 points and a significant drop of four places), Samara State Aerospace University (45 points and a drop of four places), Belgorod State National Research University (40 points, down three places), the Moscow Aviation Institute (MAI) (40 points, down three places) and Perm State University (39 points, down three places).

The Moscow Engineering Physics Institute (National Research Nuclear University MEPhI) moved into the second group after finishing in the third tier the last time around. In doing so, MEPhI picked up an additional 9 points to take 20th place (see Table 3 in the Appendix).

Thus, on the whole, universities in the second group demonstrated either moderate growth or stayed at the same level in terms of the number of points re-

ceived. In both cases, the universities in question lost positions in the rankings. Improvements were made in such areas as "Key Figures", "Educational Programmes", "Departments and Institutes", and "Science and Research" (see Figure 6 in the Appendix). It should also be noted that a significant number of Moscow universities are to be found in this group.

Third Group – The "Underperformers"

The third group is made up of universities that made little or no changes to their online English-language content. Very small improvements were made to the most basic areas: "Contact Details", "About the University", and "Educational Programmes."

Among the universities in the third group are: the North-Caucasus Federal University (35 points); Kazan National Research Technological University (KSTU) (35 points); Moscow State University of Civil Engineering (MISI) (35 points); Ogarev Mordovia State University (34 points); Bauman Moscow State Technical University (BMSTU) (33 points); Irkutsk National Research Technical University (ISTU) (27 points); Lomonosov Moscow State University (MSU) (25 points); the Russian National Research Medical University (22 points); Moscow State Linguistic University (MSLU) (14 points); Kazan National Research Technical University named after A.N.Tupolev (14 points); and St. Petersburg Academic University – Nanotechnology Research and Education Centre of the Russian Academy of Sciences (10 points).

The following universities improved their scores by 1–3 points: the National Research University of Electronic Technology (33 points, compared to 30 in 2015); St. Petersburg State University (30 points, compared to 28 in 2015); and the Russian State Medical University (23 points, compared to 22 in 2015). However, none of these institutions were able to preserve their position in the ranking from last year.

The only exception was South Ural State University, which improved its score by 9 points (to 37, up from 28 in 2015) and thus managed to climb in the ratings (see Table 1 in the Appendix).

Conclusions

- Things got tight at the top in 2016. The National Research University Higher School of Economics showed impressive results, but the "chasers" closed the gap.
- The high level of competition means that even if a university improves its overall score, this does not automatically mean that it will move up the rankings. Despite the fact that the leading group already occupied high positions in 2015, almost every university in the group improved its score from the previous study. This was done despite the fact that a "low baseline" for improvement had been set; on the contrary, universities from the lower groups seem to be improving at a slower rate.

- Universities in the second group also improved their scores, albeit not as impressively as those in the leading group. On the whole, the universities in this group have fallen in the ratings.
- Two-thirds of the universities in the third group scored exactly the same number of points as they did in 2015. These "Underperformers" are not making the effort to develop their online resources, which has inevitably led to their falling in the ratings.
- In 2015, the region where universities were located had a slight bearing on their positions in the rankings. This is not the case anymore, as it was precisely regional universities that demonstrated the most notable results.
- The English-language websites of a number of large and high-profile universities do not adequately reflect their potential. It is shocking to see world-famous universities such as Moscow State University, St. Petersburg State University, Bauman Moscow State Technical University and Moscow State Linguistic University in the bottom third of the rating. And MGIMO, with its advanced language training and large number of international programmes, could do much better.

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 a situation similar to that of Russian universities. The universities chosen are from different countries and include institutions from Europe (the University of Amsterdam, École Polytechnique Fédérale de Lausanne, ETH Zurich, Heidelberg University and École Normale Supérieure in Paris), Asia (Tsinghua University, University of Tokyo and the Korea Advanced Institute of Science and Technology) and the Middle East (Qatar University and Abu Dhabi University).

Table 2 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.

Despite the fact that the leading Russian universities performed better than last year, none of them managed to leapfrog any of their foreign counterparts in the Top 3.

École Polytechnique Fédérale de Lausanne scored 99 points, followed by the University of Amsterdam (97 points) and ETH Zurich (94 points). It is worth noting here that there is an identical trend among Russian and foreign universities for the leaders to continually improve the English-language content of their websites regardless of the fact that they occupied high positions in the previous rating. At the same time, universities that demonstrated average results in the previous study have not made significant changes to their websites.

The overwhelming majority of universities in the QS Top 100 either outperform Russian leaders in the rating, or are on a similar level to them. Their only real competition comes from NRU Higher School of Economics and ITMO, which came in behind École Polytechnique Fédérale de Lausanne, the University of Amsterdam and ETH Zurich, but beat out all the other foreign universities in the sample.

Despite the fact that the leading Russian universities performed better than last year, none of them managed to leapfrog any of their foreign counterparts in the Top 3.

The Russian leaders have closed the gap on their foreign counterparts since the last study. What is more, seven Russian universities in the Top 10 (Moscow Institute of Physics and Technology, Far Eastern Federal University, National Research Tomsk Polytechnic University, Siberian Federal University, Lobachevsky State University of Nizhny Novgorod, Ural Federal University and Peoples'

Friendship University of Russia) outscored such universities from the QS Top 100 as the Korea Advanced Institute of Science and Technology, Abu Dhabi University and École Normale Supérieure in Paris.

In what areas do Russian universities (even the leaders) lag behind their foreign counterparts in terms of content? 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 same operation that was carried out in 2015 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. 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, which was the lowest scorer among the foreign universities) and similar values for the three groups of Russian universities: leaders, average and sub-par performers.

It is in the sections "Library", "Careers", "Alumni", and "Departments and Institutes" that Russian educational institutions lag far behind QS Top 100 universities

In 2015, the only areas in which Russian universities (those in the Top 10) outperformed their foreign counterparts were "About the University" and "Contacts," although the difference in the latter was negligible. In 2016, Russian universities overtook the foreign competition in the following sections: "Mission and Strategic Goals"; "About the University"; "University Admission"; and "Science and Research." What is more, Russian universities closed the gap significantly in the areas: "University News"; "Management and Staff"; and "Information for Foreign Partners."

Russian universities are also not far behind in "University Social Life", "Key Figures", "History of the University", and "Educational Programmes." It is in the sections "Library", "Careers", "Alumni", and "Departments and Institutes" that Russian educational institutions lag far behind QS Top 100 universities (see Figure 1 in the Appendix). Thus, the trend among Russian universities to lag behind in terms of the most labour-intensive sections requiring grassroots activity continues.

As for the second and third groups, Russian universities do not lead in a single area. The pattern here continues as well, with the weakest sections being "Library," "Careers" and "Alumni." The top eleven Russian universities are weak in the areas "History of the University" and "Departments and Institutes." In addition to the sections already mentioned, the second group scored poorly in "Management and Staff" and "Key Figures" (see Figure 2 in the Appendix) and the third group underperformed in "Educational Programmes" (see Figure 3 in the Appendix).

The changes made to the websites of Russian universities in 2016 are mostly cosmetic in nature, with work being carried out to make the sections clearer and easier to navigate. That being said, the sections that require global structural changes ("Library", "Careers", and "Alumni") have for the most part remained unchanged.

Universities in the QS Top 100 have a higher and more even distribution of details among the different sections of their websites. The completeness of the section "Careers" on Russian university websites that are in the top ten is just 10 per cent on average (see Table 4 in the Appendix). In practice, this means that, at best, 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. In addition, the Alumni section on the websites of foreign universities is on average 70 per cent complete, compared to 37 per cent for the top ten Russian universities. What is more, the websites of Russian and foreign universities are hardly comparable in this respect. Foreign universities provide photos of outstanding graduates and all kinds of other capabilities, such as search mechanisms, the possibility to contribute to the university's endowment, join the alumni association, learn about the university's current research projects and how to contribute to them through the university website.

The changes made to the websites of Russian universities in 2016 are mostly cosmetic in nature, with work being carried out to make the sections clearer and easier to navigate. That being said, the sections that require global structural changes ("Library", "Careers", and "Alumni") have for the most part remained unchanged.

It is worth paying attention to the top eleven Russian universities, which were already top performers in the sections "About the University", "Educational Programmes", "University Admission", etc. in 2015, but which made significant leaps in "Science and Research", "Management and Staff", and "Information for Foreign Partners" in 2016. This suggests that, having reached their target audience in terms of undergraduate and graduate students, the leading Russian universities have started to work more diligently on the content of their websites, reaching out to other audiences.

Having reached their target audience in terms of undergraduate and graduate students, the leading Russian universities have started to work more diligently on the content of their websites, reaching out to other audiences.

The figures for the "Library" section remain almost unchanged. Russian universities still lag far behind their foreign counterparts in this respect, despite the incremental improvement that can be seen. The section is on average over 90 per cent complete among foreign universities (see Table 2 in the Appendix).

Surprisingly, there are still problems with the "History" section on university websites. Russian universities still undervalue the importance of this information. A similar situation is observed with descriptions of universities' structural divisions (faculties and departments). This section is 77 per cent completed on the websites of foreign universities, compared to the 54 per cent completion rate among the top Russian universities (36 per cent for the second group and 34 per cent for the underperformers).

Recommendations

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

1. The Russian leaders in the rating 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. Such work might include the following:
   1.1. Creating an online catalogue, providing access to full-text databases, developing a repository in English and setting up an online service for reserving books in the Library section of the website.
   1.2. Including success stories of foreign graduates, creating a database of internships and vacancies for students and employers, placing the profiles of partner companies, 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, making it possible to join the alumni association online, providing descriptions of current research projects and how graduates can contribute to them (to the endowment, in the capacity of an expert advisor, etc.) and developing a tool that allows people to contribute to the university's endowment in the "Alumni" section of the website. This information can also be included in the "Partners" section.
   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.
   1.5. Updating and completing the "History" section. Providing a description of the main stages in the development of the university and pointing out important events in its history. Showing how the university's key indicators have changed over time, pointing out the successes it has achieved along the way. Providing a timeline of important dates and events.
2. Russian universities in the second and third tiers in the ranking need to make up ground on 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", etc.). These sections need to have high-quality translations into English. As a rule, these sections take less time and effort compared with other sections. This work should focus on several areas.
   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. Potential students should be able to submit documents online in the "Admission" section. This section should also include information about the costs and possible sources of financing, as well as details about the accommodation, university life, etc.

2.3. Detailed information about the content of educational programmes (courses, programmes and instructors), the opinions of graduates, information on the knowledge and competences the programme provides and abstracts of Russian-language programmes should be provided in addition to the existing descriptions of the English-language programmes on offer in the "Educational Programmes" section. There should also be a programme search section that can be refined using filters.

2.4. An advanced research programme search facility, summaries of current research programmes, profiles of programme leaders, links to key publications (synchronized with the library and repository) and an online mechanism for contributing financially to projects 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. The "News" page should include the name of the person who wrote the text or who is responsible for the material published. The main text of news should include links and references.

2.6. The "Management and Staff" section should be synchronized with information on the staff of individual divisions and educational programmes. Information about staff should be included on the website. In its most simple form, the information can be provided in the following order: name and surname; a short resume; a list of publications; contact information; photograph. Staff can be made responsible for updating the information through their university user accounts.

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 website should be delegated to and organized by subdivisions: faculties, institutes, departments, etc. (subject to quality control by the divisions responsible). This will make it possible to update information about 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 university's English language website by various groups of foreign visitors is necessary. It is important to compare these figures with the numbers of applications for admission and the demand for other university services.

5. Each university needs detailed segmentation of foreign target audiences and key sections of the website 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 website.

Appendices

Table 1. **Rating of the English-Language Content of Russian University Websites in 2015 and 2016**

Name of University	Score			Ranking		
	2016	2015	Change	2016	2015	Change
NRU Higher School of Economics (NRU HSE)	92	88	+4	1	1	=
Saint Petersburg National Research University of Information Technologies, Mechanics and Optics (ITMO)	85	75	+10	2	2	=
National Research Tomsk State University (TSU)	78	52	+26	3	10	+7
Skolkovo Institute of Science and Technology (Skoltech)	72	66	+6	4	3	–1
Peter the Great St. Petersburg State Polytechnic University (SPbPU)	71	64	+7	5	4	–1
Moscow Institute of Physics and Technology (State University) (MIPT)	66	54	+12	6	8	+2
Far Eastern Federal University (FEFU)	65	49	+16	7	11	+4
National Research Tomsk Polytechnic University (TPU)	63	58	+5	8	6	–2
Siberian Federal University (SibFU)	62	44	+18	9	16	+7
Lobachevsky State University of Nizhny Novgorod – National Research University (UNN)	62	53	+9	9	9	=
Ural Federal University named after the First President of Russia Boris Yeltsin (UrFU)	61	57	+4	10	7	–3
Peoples' Friendship University of Russia (RUDN)	60	53	+7	11	9	–2
Saint Petersburg State Electrotechnical University LETI (ETU)	56	53	+3	12	9	–3
Kazan (Volga) Federal University	54	61	–7	13	5	–8
National University of Science and Technology (MISiS)	51	45	+6	14	15	+1
Plekhanov Russian University of Economics	51	n/a	new	14	n/a	new
Northern (Arctic) Federal University (NArFU)	50	44	+6	15	16	+1
Southern Federal University (SFedU)	49	47	+2	16	13	–3
The National Mineral Resources University (Mining University)	49	48	+1	16	12	–4
Moscow State Institute of International Relations, Ministry of Foreign Affairs of the Russian Federation (MGIMO MFA of Russia)	47	44	+3	17	16	–1
North-Eastern Federal University (NEFU)	47	47	=	17	13	–4

(continued)

Name of University	Score			Ranking		
	2016	2015	Change	2016	2015	Change
Novosibirsk State University (NSU)	47	46	+1	17	14	–3
Russian State University for the Humanities (RSUH)	46	40	+6	18	18	=
Gubkin Russian State Oil and Gas University	46	42	+4	18	17	–1
Samara State Aerospace University	45	45	=	19	15	–2
National Research Nuclear University MEPhI (Moscow Engineering Physics Institute)	42	33	+9	20	23	+3
Perm National Research Polytechnic University (PSTU)	42	40	+2	20	18	–2
Belgorod State University	40	40	=	21	18	–3
Moscow Aviation Institute (National Research University) (MAI)	40	40	=	21	18	–3
Moscow Power Engineering Institute (MPEI)	40	39	+1	21	19	–2
Saratov State University	40	36	+4	21	20	–1
Perm State University	39	39	=	22	19	–3
South Ural State University	37	28	+9	23	25	+2
North-Caucasus Federal University	35	35	=	24	21	–3
Moscow State University of Civil Engineering (MISI)	35	34	+1	24	22	–2
Kazan State Technological University (KSTU)	35	34	+1	24	22	–2
Ogarev Mordovia State University	34	34	=	25	22	–3
National Research University of Electronic Technology (MIET)	33	30	+3	26	24	+2
Bauman Moscow State Technical University (BMSTU)	33	33	=	26	23	–3
Immanuel Kant Baltic Federal University (IKBFU)	31	39	–8	27	19	–8
St. Petersburg State University	30	28	+2	28	25	–3
Irkutsk National Research Technical University (ISTU)	27	27	=	29	26	–3
Lomonosov Moscow State University (MSU)	25	25	=	30	27	–3
Russian National Research Medical University	23	22	+1	31	28	–3
Moscow State Linguistic University (MSLU)	14	14	=	32	29	–3
Kazan National Research Technical University named after A.N.Tupolev	14	14	=	32	29	–3
St. Petersburg Academic University – Nanotechnology Research and Education Centre of the Russian Academy of Sciences (the Academic University)	10	10	=	33	30	–3

Table 2. **Rating of the English-Language Content of the Websites of Russian Universities and QS Top 100 World Universities in 2015 and 2016**

Name of University	Score			Ranking		
	2016	2015	Change	2016	2015	Change
École Polytechnique Fédérale de Lausanne	99	95	+4	1	2	+1
The University of Amsterdam	97	97	=	2	1	–1
ETH Zurich	94	93	+1	3	3	=
NRU Higher School of Economics (NRU HSE)	92	88	+4	4	4	=
University of Tokyo	89	80	+9	5	6	+1
Saint Petersburg National Research University of Information Technology, Mechanics and Optics (ITMO)	85	75	+10	6	9	+3
National University of Singapore	81	81	=	7	5	–2
National Research Tomsk State University (TSU)	78	52	+26	8	19	+11
Heidelberg University	76	76	=	9	7	–2
Skolkovo Institute of Science and Technology (Skoltech)	72	66	+6	10	11	+1
Tsinghua University	72	72	=	10	10	=
Peter the Great St. Petersburg State Polytechnic University (SPbPU)	71	64	+7	11	12	+1
Qatar University	70	76	–6	12	8	–4
Moscow Institute of Physics and Technology (State University) (MIPT)	66	54	+12	13	17	+4
Far Eastern Federal University (FEFU)	65	49	+16	14	20	+6
National Research Tomsk Polytechnic University (TPU)	63	58	+5	15	14	–1
Siberian Federal University (SibFU)	62	44	+18	16	25	+9
Lobachevsky State University of Nizhny Novgorod – National Research University (UNN)	62	53	+9	16	18	+2
Ural Federal University named after the First President of Russia Boris Yeltsin (UrFU)	61	57	+4	17	15	–2
Peoples' Friendship University of Russia (RUDN)	60	53	+7	18	18	=
Saint Petersburg State Electrotechnical University LETI (ETU)	56	53	+3	19	18	–1
The Korea Advanced Institute of Science and Technology	56	57	–1	19	15	–4
Abu Dhabi University	56	56	=	19	16	–3
Kazan (Volga) Federal University	52	61	–9	20	5	–15

(continued)

Name of University	Score			Ranking		
	2016	2015	Change	2016	2015	Change
National University of Science and Technology (MISiS)	51	45	+6	21	15	–5
Plekhanov Russian University of Economics	51	n/a	new	21	n/a	new
Northern (Arctic) Federal University (NArFU)	50	44	+6	22	16	–6
École Normale Supérieure in Paris	50	43	+7	22	26	+4
Southern Federal University (SFedU)	49	47	+2	23	22	–1
The National Mineral Resources University (Mining University)	49	48	+1	23	12	–11
Moscow State Institute of International Relations, Ministry of Foreign Affairs of the Russian Federation (MGIMO MFA of Russia)	47	44	+3	24	16	–8
North-Eastern Federal University (NEFU)	47	47	=	24	22	–2
Novosibirsk State University (NSU)	47	46	+1	24	23	–1
Russian State University for the Humanities (RSUH)	46	40	+6	25	28	+3
Gubkin Russian State Oil and Gas University	46	42	+4	25	17	–8
Samara State Aerospace University	45	45	=	26	24	–2
National Research Nuclear University MEPhI (Moscow Engineering Physics Institute)	42	33	+9	27	33	+6
Perm National Research Polytechnic University (PSTU)	42	40	+2	27	18	–9
Belgorod State University	40	40	=	28	18	–10
Moscow Aviation Institute (National Research University) (MAI)	40	40	=	28	18	–10
Moscow Power Engineering Institute (MPEI)	40	39	+1	28	19	–9
Saratov State University	40	36	+4	28	20	–8
Perm State University	39	39	=	29	19	–10
South Ural State University	37	28	+9	30	25	–5
North-Caucasus Federal University	35	35	=	31	21	–10
Moscow State University of Civil Engineering (MISI)	35	34	+1	31	22	–9
Kazan State Technological University (KSTU)	35	34	+1	31	22	–9
Ogarev Mordovia State University	34	34	=	32	22	–10
National Research University of Electronic Technology (MIET)	33	30	+3	33	24	–9

(continued)

Name of University	Score			Ranking		
	2016	2015	Change	2016	2015	Change
Bauman Moscow State Technical University (BMSTU)	33	33	=	33	23	–10
Immanuel Kant Baltic Federal University (IKBFU)	31	39	–8	34	19	–15
St. Petersburg State University	30	28	+2	35	25	–10
Irkutsk National Research Technical University (ISTU)	27	27	=	36	36	=
Lomonosov Moscow State University (MSU) (МГУ)	25	25	=	37	37	=
Russian National Research Medical University	23	22	+1	38	38	=
Moscow State Linguistic University (MSLU)	14	14	=	39	39	=
Kazan National Research Technical University named after A.N.Tupolev	14	14	=	39	39	=
St. Petersburg Academic University – Nanotechnology Research and Education Centre of the Russian Academy of Sciences (the Academic University)	10	10	=	40	40	=

Table 3. **Completeness of Website Sections of Leading 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 (first group)	Russian English-Language Content Rating (second group)	Russian English-Language Content Rating (third group)
Library	91.43	44.05	16.43	8.57
Contacts	88.00	86.66	73.00	56.00
Admission	87.00	92.50	67.00	39.33
About	86.00	95.00	72.00	61.33
News	85.00	86.11	72.50	34.44
Social	82.00	76.66	70.00	28.00
Mission	80.00	100.00	56.66	15.55
Departments	77.14	53.57	36.42	33.33
Figures	72.00	61.66	31.00	17.33
Alumni	70.00	36.90	11.42	5.71
Eduprogs	67.50	59.02	42.91	13.33
Staff	66.00	66.66	30.50	24.66
Research	63.75	78.12	48.12	25.83
Partners	58.33	61.11	41.66	36.66
History	58.00	50.00	36.00	36.66
Career	50.00	10.71	2.85	36.66

Figure 1. **Completeness of Website Sections of Leading Russian Universities (Ranked 1–10) and QS Top 100 World Universities (in %)**

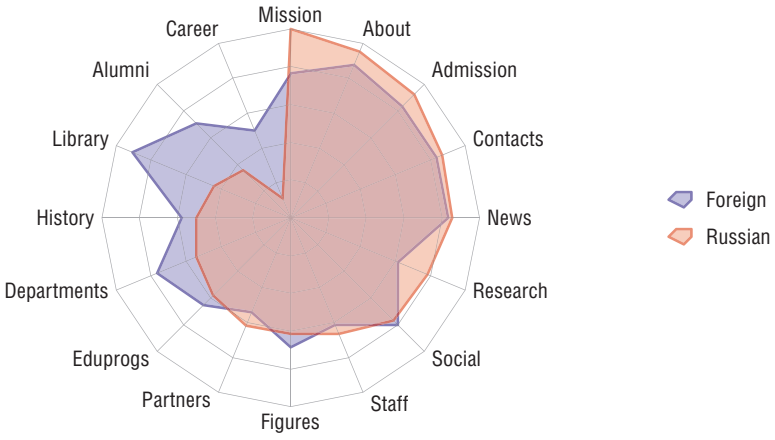


Figure 2. **Completeness of Website Sections of Russian Universities in the Second Group and QS Top 100 World Universities (in %)**

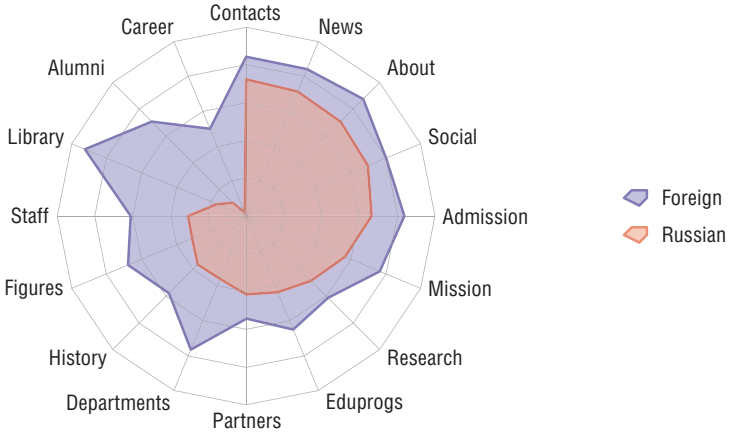


Figure 3. **Completeness of Website Sections of Russian Universities in the Third Group and QS Top 100 World Universities (in %)**

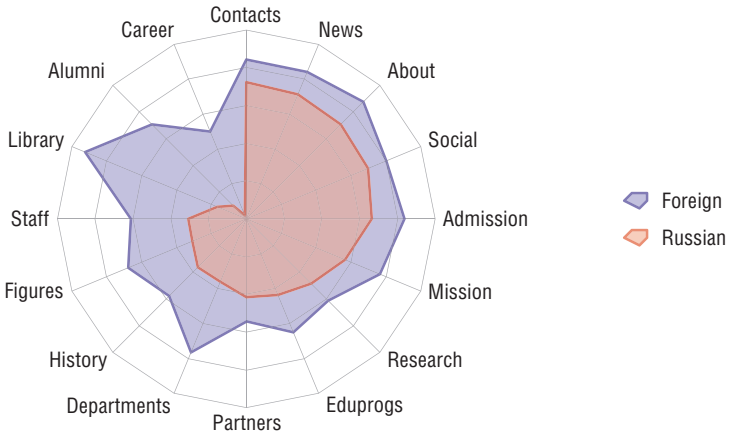


Figure 4. **Completeness of Website Sections of Russian Universities and QS Top 100 World Universities**

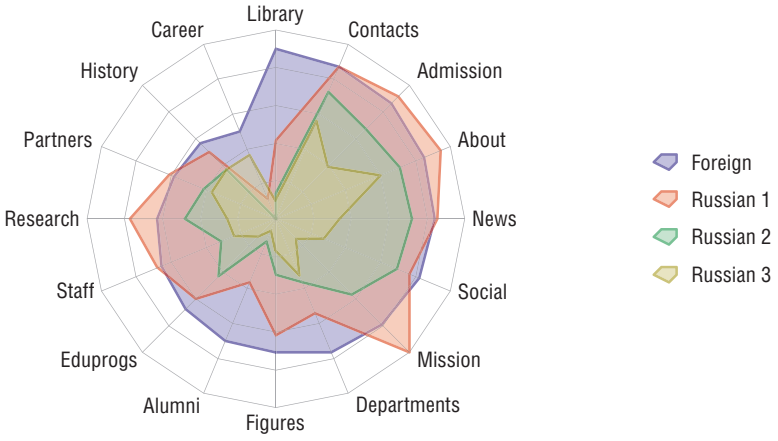


Figure 5. **Completeness of Website Sections of Leading Russian Universities in 2015 and 2016**

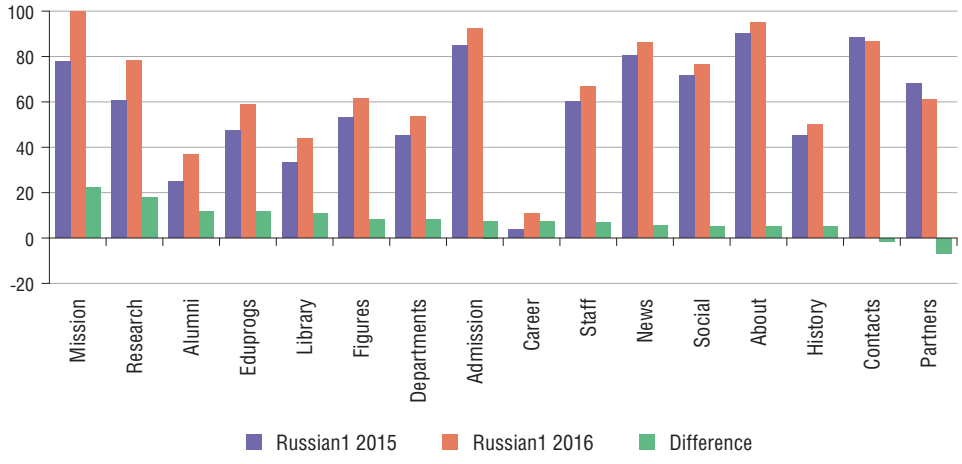


Figure 6. **Completeness of Website Sections of Russian Universities in the Second Group in 2015 and 2016**

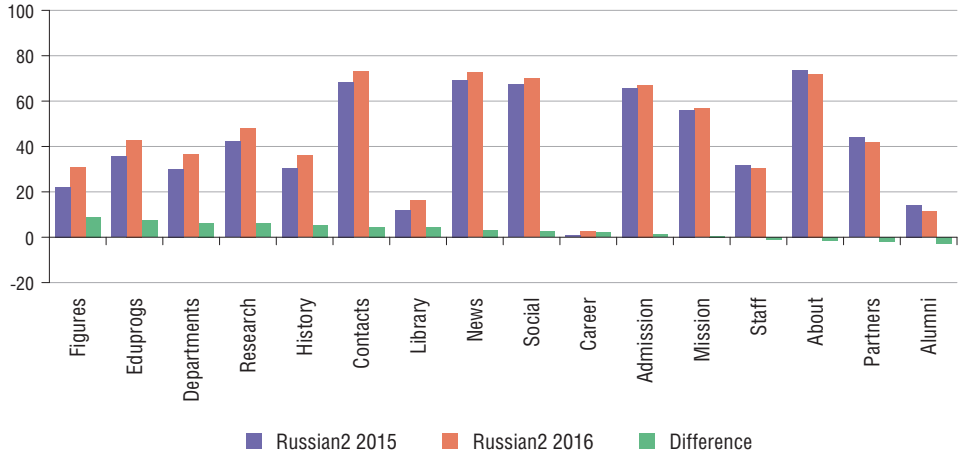
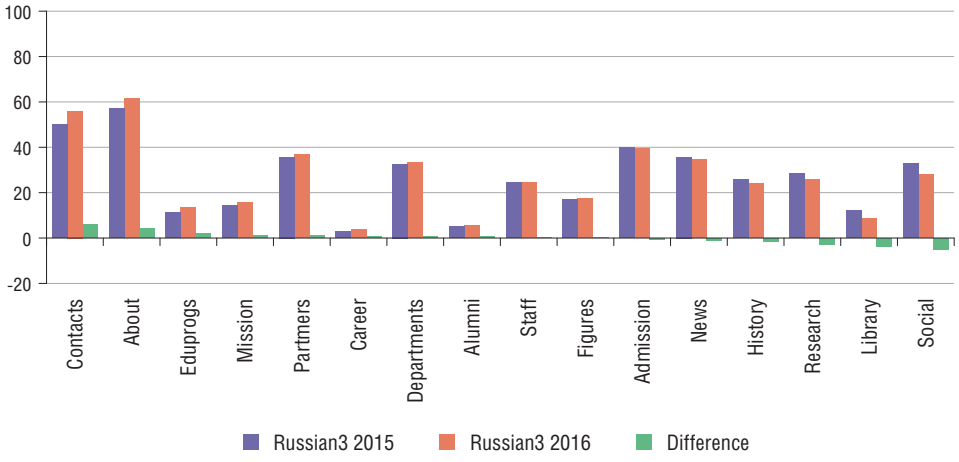


Figure 7. **Completeness of Website Sections of Russian Universities in the Third Group in 2015 and 2016**



Russian International Affairs Council

**WEB INTERNATIONALIZATION
OF RUSSIAN UNIVERSITIES
(2016–2017)**

Cover photo credits:
Flickr / NetMapper CC BY-NC 4.0

Format 70×100 $^{1}/_{16}$. Offset.
1.75 printer's sheets. Print run: 250 copies

RUSSIAN INTERNATIONAL AFFAIRS COUNCIL (RIAC)
1, B. Yakimanka street, 119180, Moscow, Russia
Tel.: +7 (495) 225 6283
Fax: +7 (495) 225 6284
E–mail: welcome@russiancouncil.ru
www.russiancouncil.ru