



Enhancing Research Efficiency in Advanced Engineering Schools through Customization and Community-Oriented Innovation

*Iturralde Baquero Pablo Emilio**, *Olga Andreevna Zhdanovich*, *Valery Vladimirovich Glushchenko*

Moscow Polytechnic University, Moscow, Russia

*Correspondence: E-mail: iturralde.p@gmail.com

ABSTRACT

This study aims to improve the efficiency of research activities in Advanced Engineering Schools by integrating customization with community-oriented innovation. The research employed a conceptual and analytical method, drawing on system analysis and the theory of technological structures to design a modernization framework for scientific work. Findings indicate that customized and socially aligned research strengthens the collaboration between universities, industries, and communities because it ensures that innovation directly responds to local and societal needs. The modernization model promotes interdisciplinary teamwork, knowledge transfer, and the application of research outcomes to real-world community challenges. As a result, research in Advanced Engineering Schools becomes more sustainable, productive, and socially relevant. The study's impact lies in developing a participatory innovation model that enhances technological sovereignty and contributes to sustainable development through community engagement in higher education research.

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1. INTRODUCTION

The modernization of research activities in higher education institutions is crucial for strengthening collaboration between universities, industry, and society. Advanced Engineering School (AES) has been established to integrate scientific innovation with educational and community applications, promoting technological sovereignty and social advancement (Balatsky & Verevkin, 2015; Glushchenko, 2020). In the context of community service, improving research efficiency means aligning academic activities with societal needs through participatory innovation and knowledge transfer.

Global studies show that innovation is a complex social process requiring partnerships across public and private sectors. This collaboration should not only foster industrial progress but also contribute to community empowerment and sustainability. When universities adapt their research toward community-oriented innovation, they transform education into a tool for real social impact.

This study aims to develop a conceptual model for enhancing research efficiency in Advanced Engineering Schools through customization and community engagement. The novelty lies in linking modernization of university research with participatory frameworks, while the impact supports sustainable technological development and social inclusion.

2. LITERATURE REVIEW

Innovation and research efficiency in universities have been widely discussed by scholars focusing on the intersection of science, education, and society. Innovation is a complex social process that requires synergy between academic research, government policy, and community development. Universities often favor conservative projects driven by funding priorities rather than bold community-centered innovation, and therefore, governments should fund programs that create knowledge and human capital for public benefit.

Researchers from the Russian Academy of Sciences stress that the effectiveness of higher education depends on modernizing the bureaucratic and organizational models governing research institutions (Balatsky & Verevkin, 2015). The modernization of research work in AES must involve scientology as a methodological foundation to enhance national innovation systems (Glushchenko, 2020). Other scholars highlight that historical, scientific, and design schools contributed to knowledge transfer and collective creativity (principles that remain vital in community-oriented innovation) (Korobkin, 2012; Baranov & Veselova, 2012).

Recent studies show that the development of Advanced Engineering Schools represents a strategic shift toward integrating scientific research, education, and community needs (Gudyaeva & Prygunova, 2023). AES acts as a connector between technological innovation and social development by encouraging collaboration among universities, industries, and communities. Ontological analyses of AES structures demonstrate that digital and participatory platforms can enhance inclusivity and efficiency in higher education.

In summary, the literature suggests that community-oriented modernization of AES research enhances knowledge circulation, ensures technological sovereignty, and strengthens the societal relevance of university-led innovation (Glushchenko, 2025; Smorodinskaya, 2012).

3. METHODS

This study employed a conceptual and analytical approach grounded in systems thinking and the philosophy of science. The framework builds on the theory of technological

structures, scientology, and social development management to explore how AES can modernize its research functions to serve communities effectively (Glushchenko, 2020).

A qualitative method was used to design a conceptual model that connects AES research modernization with community-oriented innovation. The analysis followed four main stages: (i) conceptualizing AES as a structural component of the national innovation and higher education systems; (ii) examining their roles in integrating education, science, and social engagement; (iii) identifying mechanisms that translate university research into community benefits; and (iv) proposing modernization tools such as digital platforms, interdisciplinary teamwork, and lean research management to increase efficiency (Glushchenko, 2025).

System and ontological analyses were also applied to describe the relationships between AES, government agencies, industries, and communities. Following the previous perspective, participatory innovation and collaboration were considered key drivers of technological and social progress. The research thus integrates managerial philosophy, lean production theory, and community-based innovation to propose a sustainable model for enhancing the efficiency and social impact of university research.

4. RESULTS AND DISCUSSION

The modernization of research activities in AES provides a critical framework for linking universities, industries, and communities toward sustainable development. Findings reveal that customizing research agendas and aligning them with community needs enhances both the efficiency and social impact of university research. AES operates as a dynamic environment where scientific innovation and social relevance coexist, reflecting the broader trend of integrating higher education with public welfare (Glushchenko, 2025).

Customization enables AES to tailor research directions based on the unique challenges faced by local industries and communities. This process ensures that academic research is not isolated from reality but rooted in problem-solving for social benefit. When universities adapt research goals to address community issues, they transform scientific inquiry into a form of service learning, fostering inclusive and participatory innovation. Such customization also reduces redundancy in scientific work, as projects become more focused on measurable and community-based outcomes.

Community orientation reinforces this efficiency by ensuring that innovations developed within AES meet real human needs. When research is driven by social purpose rather than isolated technological ambition, it strengthens civic engagement and promotes equitable access to knowledge. Universities, therefore, become facilitators of collective problem-solving rather than merely centers of academic production. The collaboration among students, researchers, and local stakeholders accelerates the application of science to everyday challenges such as renewable energy, sustainable mobility, and environmental education (Glushchenko, 2020).

A key component of research modernization is the integration of science, education, and practice. AES implements this integration through project-based learning, where research outputs contribute directly to both the curriculum and community development initiatives. This triadic model reflects an evolution from traditional university functions toward a holistic ecosystem where knowledge generation, dissemination, and utilization occur simultaneously. The integration also builds a foundation for social learning, enabling future engineers to develop technical competence alongside ethical awareness and civic responsibility.

This model of integration benefits both students and communities. For students, it provides opportunities to apply theoretical knowledge to practical problems, enhancing motivation and employability. For communities, it delivers tangible outcomes such as

improved infrastructure, optimized technologies, and sustainable solutions to local issues. As noted in studies of scientific and pedagogical schools, collective work and knowledge exchange amplify productivity and creativity, reinforcing the humanistic dimension of innovation. Thus, AES serves as both a learning institution and a community partner that strengthens national innovation systems.

Another significant result is the emergence of a lean and participatory research culture within AES. Adapted from industrial lean management, this approach seeks to minimize waste and maximize the social value of research processes. Lean research encourages transparency, collective decision-making, and continuous improvement in project design. By incorporating feedback from stakeholders in real time, AES reduces delays and aligns its goals more effectively with community expectations (Smorodinskaya, 2012). This participatory system exemplifies responsible research and innovation, where all actors (students, faculty, and citizens) contribute to shaping technological progress.

The collaborative nature of AES research also facilitates the management of both explicit and implicit knowledge. Explicit knowledge, such as published data and technical manuals, is easily stored and transmitted, whereas implicit knowledge (skills, experiences, and tacit understanding) resides within individuals. Balancing these two forms of knowledge is essential for sustaining innovation ecosystems (Tsvetkov & Sigov, 2015). Within AES, mentorship programs, research seminars, and student innovation circles are used to transfer implicit knowledge through interaction and collaboration. This process not only enhances the research capacity of academic teams but also ensures the retention of valuable experiential learning within the institution.

In community-based projects, implicit knowledge becomes particularly significant. For example, when engineering students collaborate with local communities on infrastructure design or environmental restoration, they gain insight into cultural practices, behavioral patterns, and resource constraints that cannot be captured in formal documentation. By integrating this understanding into research outcomes, AES ensures that technological solutions are culturally appropriate and practically feasible (Glushchenko, 2025). This synergy between technical knowledge and social wisdom demonstrates the multidimensional role of AES as both a scientific and a cultural institution.

The establishment of digital and educational platforms further enhances research efficiency. Digital ecosystems allow universities, industries, and communities to interact seamlessly, share data, and collaborate remotely. Such platforms increase coordination and accessibility in multi-institutional projects. Through these tools, community members can participate in innovation processes, contribute feedback, and access training resources. The digitalization of AES activities democratizes education and research, allowing even remote communities to engage in technological development.

Educational platforms integrated within AES also play an essential role in strengthening community service. Project-based modules that combine research and service-learning encourage students to co-design innovations with local partners. These activities promote inclusivity, entrepreneurship, and social responsibility, particularly in regions with limited access to technology and education. By linking research outcomes with local economic development, AES fosters a model of sustainable innovation that balances academic excellence with community empowerment (Gudyaeva & Prygunova, 2023).

The modernization of AES research also influences human capital development. Managing social development within engineering education contributes not only to institutional progress but also to individual empowerment. Social development management strengthens motivation, creativity, and collaboration among professionals. In AES, this is evident in the

way faculty and students engage in community-oriented research projects, building empathy and ethical awareness alongside technical expertise.

Moreover, this participatory approach enhances the employability and social mobility of students. When learners contribute to community-based innovation, they acquire transferable skills such as teamwork, communication, and problem-solving, which are essential in both professional and civic life. AES is a “scientific elevators” that raise individuals through mentorship, social inclusion, and collaborative learning (Glushchenko, 2025). The same process also elevates communities by transforming them into active participants in national technological progress.

The overall results indicate that the modernization of AES through customization, integration, and participation leads to greater sustainability and efficiency in university research. By aligning academic inquiry with societal needs, AES redefines the purpose of education and innovation. Research becomes a service vehicle, learning becomes participatory, and technology becomes a means for collective welfare rather than individual achievement. This orientation fulfills the principles of community service by transforming higher education into a driver of inclusive development and long-term social resilience (Glushchenko, 2025).

The modernization of AES through customization and community orientation establishes a model of innovation that is both human-centered and efficient. The research results indicate that AES contributes not only to scientific progress but also to community empowerment by linking education, technology, and social participation. This transformation supports the long-term goal of creating inclusive and resilient societies through the co-development of knowledge and innovation (Glushchenko, 2025).

An important implication of AES modernization lies in the promotion of sustainability across all levels of research and innovation. When universities align their scientific projects with community development, the resulting outcomes have longer lifespans and stronger social relevance. Sustainable innovation requires the integration of technological advancements into the daily lives of people, particularly through community-based projects. By focusing on local issues such as renewable energy, sustainable transport, and public safety, AES research ensures that technology contributes to collective welfare instead of serving isolated industrial objectives.

The efficiency of AES research is also supported by its capacity to manage risks and reduce losses in scientific projects. The lean and participatory structure minimizes redundant efforts by encouraging collaboration, regular evaluation, and transparent communication among researchers and community members. When teams operate with shared objectives and open feedback mechanisms, they are better equipped to avoid duplication and identify gaps in research coverage (Smorodinskaya, 2012). This approach enhances the productivity of scientific teams and fosters a culture of continuous learning within the institution.

AES also demonstrates a strong capacity for interdisciplinary collaboration. Complex social and technological challenges cannot be addressed from a single academic perspective; thus, AES integrates expertise from engineering, economics, sociology, and education. This interdisciplinary framework enhances the comprehensiveness of research outcomes while promoting social understanding among researchers. When communities participate in the design and implementation of such projects, they help define the contextual boundaries of innovation, ensuring that scientific products are culturally sensitive and practical.

The study further highlights the importance of human capital management in improving the performance and social impact of AES. Research efficiency depends on the motivation, creativity, and ethical orientation of researchers and students. The application of social

development management in AES fosters collaboration, mentorship, and professional growth, allowing individuals to maximize their potential while contributing to societal progress. The presence of strong leadership and collective values within AES teams contributes to the sustainability of innovation by reducing the risks associated with individual dependency and institutional inertia.

Another key result is the identification of a typical life cycle for AES development. Based on historical observations of scientific schools, the growth trajectory of AES usually follows four phases: emergence, expansion, maturity, and renewal. In the emergence stage, a visionary leader or team forms around an innovative idea, laying the foundation for future collaboration. During the expansion stage, the team grows, gains institutional recognition, and attracts industry and community partners. The maturity stage is characterized by stability, consistent results, and the establishment of interdisciplinary platforms. Over time, however, teams may face stagnation due to aging ideas or personnel turnover. In such cases, modernization and re-engineering become necessary to sustain performance and relevance (Glushchenko, 2020). Recognizing this cycle helps AES plan strategic interventions for renewal and continuity.

A critical part of sustaining innovation within AES is the development of a strong philosophical and ethical foundation for research. Two classical perspectives guide this approach: Hegel's view that philosophy serves as a general methodological science and Comte's assertion that each discipline generates its own philosophy through practice. The AES framework integrates both perspectives by formulating explicit philosophical principles (such as objectivity, integrity, and utility), while allowing practice-based evolution through participatory engagement. This dual foundation ensures that modernization is both scientifically rigorous and socially responsive.

The results also show that adopting principles of lean research leads to measurable improvement in efficiency. Projects designed under this model demonstrate faster completion rates, fewer redundant experiments, and higher application value for communities. Lean principles encourage researchers to focus on essential goals, reduce wasteful spending, and continuously adapt methods based on stakeholder input. This adaptive process not only optimizes resource use but also cultivates accountability among participants. In community projects, such efficiency ensures that limited funding yields maximum impact through direct application of research results (Glushchenko, 2025).

Digital transformation plays an increasingly vital role in AES operations. By creating virtual environments for research collaboration, data management, and learning, AES expands access to knowledge and enables continuous communication across geographical boundaries. Digital platforms facilitate shared databases, remote mentoring, and collaborative experiments that connect students, professionals, and community members. These tools democratize innovation by removing barriers of distance and cost, providing equal participation opportunities to marginalized groups. In this way, AES becomes an agent of digital inclusion, reinforcing its role in sustainable community service and national innovation systems.

Implicit in this modernization process is the development of an innovation-oriented organizational culture. Culture shapes behavior, defines priorities, and reinforces values that guide daily research activities. Within AES, organizational culture functions as both an internal integration mechanism and an external adaptation strategy. Internally, it unites members under shared objectives, while externally, it enables the institution to respond effectively to evolving social and technological demands. A strong culture of collaboration, accountability, and openness to change thus becomes the backbone of AES's success.

The analysis further confirms that research modernization cannot rely solely on technological progress; it must also consider moral and cultural dimensions. Innovation detached from ethical considerations risks creating disparities between technological capacity and human welfare. Therefore, AES incorporates moral education and values-based learning within its programs to ensure that future engineers understand the societal implications of their work. This approach connects directly with community service principles, as it promotes empathy, environmental awareness, and social justice alongside scientific excellence.

Finally, the study identifies the creation of scientific and educational platforms as a strategic solution for ensuring sustainability in AES research. These platforms act as repositories of knowledge, training centers for students, and collaborative spaces for researchers and community partners. They enable systematic documentation of research processes, encourage interdisciplinary communication, and reduce the likelihood of redundant work. Furthermore, such platforms support capacity building by allowing continuous learning and professional exchange among stakeholders. Through these initiatives, AES evolves into open systems of knowledge that contribute not only to academic success but also to societal well-being ([Glushchenko, 2025](#)).

In summary, the modernization of Advanced Engineering Schools transforms them into participatory ecosystems that integrate science, education, and community development. By embracing customization, interdisciplinarity, lean management, and digital transformation, AES enhances research efficiency while strengthening its social mission. This evolution fulfills the dual purpose of technological advancement and human-centered progress, positioning universities as key agents in achieving sustainable development and long-term community resilience ([Glushchenko, 2025](#)).

5. CONCLUSION

The modernization of research activities in Advanced Engineering Schools establishes a model that unites scientific innovation with social responsibility. By emphasizing customization, community orientation, and participatory collaboration, universities can transform their research systems into sustainable ecosystems that contribute directly to public welfare. This transformation moves research beyond academic boundaries, turning it into a form of community service that integrates education, technology, and human development.

Customization ensures that each research activity responds to real community challenges, while integration with social engagement fosters mutual learning and shared benefits between researchers and citizens. Lean and participatory management approaches strengthen this system by improving efficiency, minimizing redundancy, and promoting collaboration among all stakeholders.

Digital and educational platforms extend the reach of innovation by enabling broader participation, inclusivity, and transparency in research processes. Through this integration of technological progress and community empowerment, Advanced Engineering Schools become catalysts for sustainable development, ethical innovation, and long-term social resilience.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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