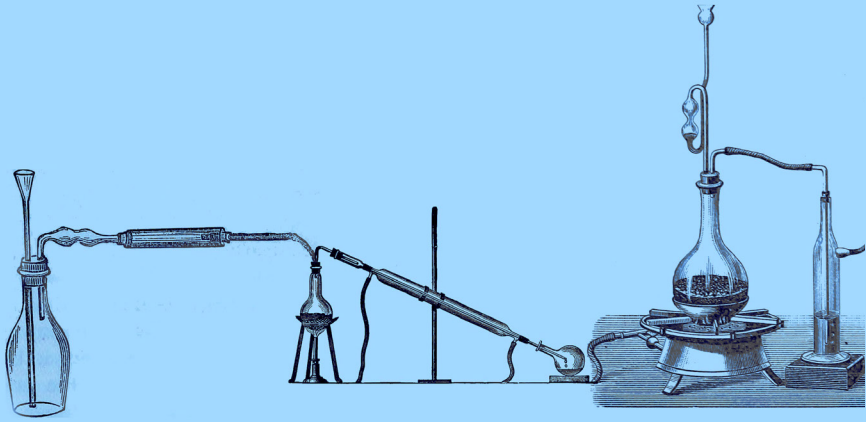
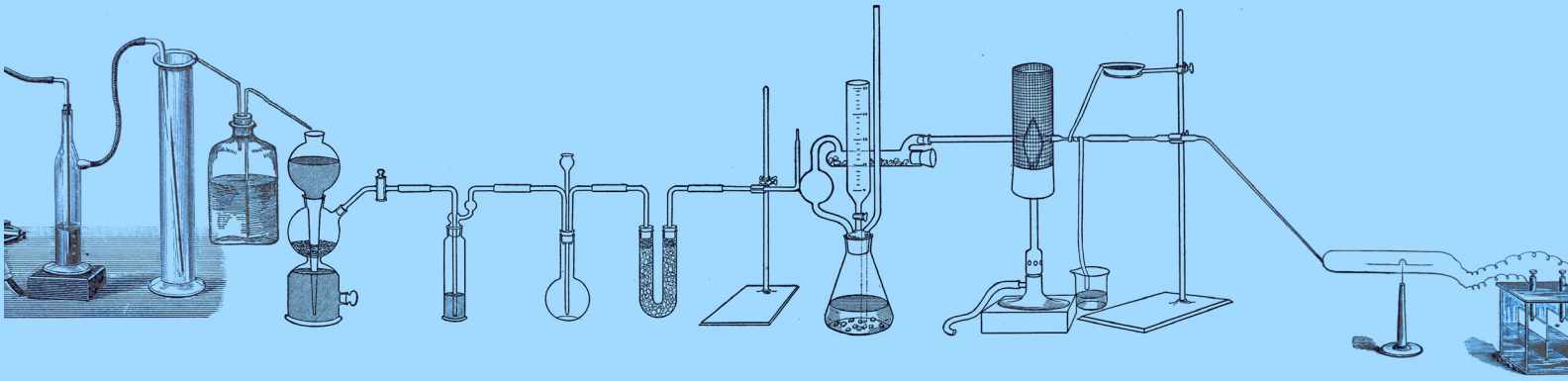
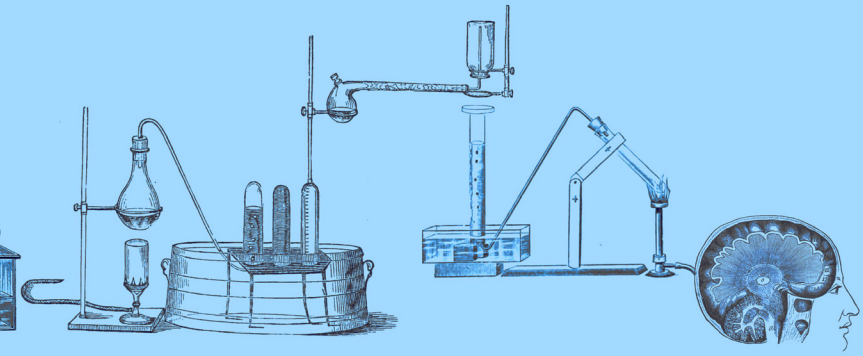


RUSSIAN ACADEMIC PROFESSION IN THE KNOWLEDGE SOCIETY

The main results of the survey of faculty in 2017-2018





ACADEMIC PROFESSION IN THE KNOWLEDGE SOCIETY

HIGHER SCHOOL OF ECONOMICS
NATIONAL RESEARCH UNIVERSITY

CENTER FOR INSTITUTIONAL STUDIES

Russian academic profession in the knowledge society

The main results of the survey of faculty in 2017-2018

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Moscow 2019

Academic profession in the knowledge society

National Research University Higher School of Economics

Center for Institutional Studies

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INTRODUCTION

Academic Profession in the Knowledge-based Society: Survey Description

Information plays a very important part in modern society, often performing as main productive force. The role of university faculty in such a condition is essential as they transfer knowledge to future generations, and their academic activity produces new ideas and inventions. University sector is currently changing significantly all over the world and these changes influence all actors of higher education market: from applicants and students, through teaching, research, and administrative staff, to whole universities as organizations. This is why it is crucial to understand how academic profession is organized in different countries and what characteristics contribute to professional success of academics. In 2017-2020, Russia participates in the international comparative research Academic Profession in the Knowledge-based Society (APIKS) that stemmed from and became a continuation of the Changing Academic Profession (CAP) survey. This project involves faculty survey in more than 30 countries in order to study various professional characteristics of teaching and research university staff. It is the second time that Center for Institutional Studies (CInSt) represented Russia in international comparative research. The first wave of the survey was conducted by CInSt in 2012. Results of this research can be found in the report: "The Changing Academic Profession" / NRU Higher School of Economics, Series WP10 "Nauchnye doklady Instituta institutsionalnyh issledovaniy", 2013.

The underlying objectives of the APIKS project are to study distribution of working time on various professional activities, working conditions, and career trajectories, to determine attitudes to university administration and to colleagues, and to identify professional and socio-demographic characteristics of university faculty. Survey results allow to compare academic activity of Russian faculty with that of faculty in more than 30 other countries. Some of these countries succeeded on international academic market, while others are only on their way to success. This will demonstrate both general and unique and characteristics of academic profession in different countries and emphasize relative advantages and disadvantages of different types of academic systems. Comparative analysis of the dynamics of Russian academic system will allow to see common traits on individual data and to understand how much Russian faculty are engaged in research activity.

For the first time in the series of surveys, APIKS has a separate block of questions dedicated to young faculty and researchers and their careers. These questions will show perspectives of young academics in Russia, allowing to assess what kind of people choose to stay in academia and what measures universities should take to give young faculty a proper impetus to become permanent members of academic society. Moreover, international comparison will allow to determine the best practices of fostering young members of academic society.

This report contains description of main stages of the APIKS research and preliminary results of a Russian survey.

Survey Methodology

All countries which participated in this research had a common methodology, sampling procedure, and questionnaire. The questionnaire was partly borrowed from the 2012 survey, but was improved based on our research experience. Moreover, each participating country had an opportunity to add country-specific questions characterizing its national academic system. Thus, in Russia such phenomenon as academic inbreeding has been thoroughly studied. Center for Institutional Studies conducted pilot interviews with 17 university faculty members, which revealed a number of discrepancies in the way questions were understood by the respondents and the way they were meant to be understood, so we had a chance to improve the final version of the questionnaire.

Sampling

The sample size in Russia was 1600 respondents. The sample comprised higher education institutions meeting the following two requirements: being heads of accredited public institution branches, being subordinate to the Ministry of Education and Science of the Russian Federation. These limitations stemmed from the idea that academic profession has to include both teaching and research activities within the same university. Thus, academics from private institutions who usually tend to concentrate solely on teaching, as well as staff of separate research institutions who, on the contrary, mainly do research, were excluded from the sample. Though it is true that both these groups of academics may be involved in part-time activity in other institutions, this project only considered their main place of work. We also ignored institutions which are not subordinate to the Ministry of Education and Science of the Russian Federation, which means that the sample does not represent universities specialized in specific industries, such as medical universities, military academies, or art institutions. Some universities in our sample, however, have medical, art, and military departments, and these disciplines are by all means included in it. The sample also considers higher education institutions participating in the so-called Project 5-100 (The Russian Academic Excellence Project) which played and continues to play a crucial part in current development of Russian universities.

The survey sample is stratified and three-stepped. Selection process was randomized at each step. In the first step, 10 regions of Russian Federation were selected on the basis of the following parameters:

1) the region has at least one university participating in Russian Academic Excellence Project;

2) the share of students in this region is the greatest among the regions satisfying the first requirement.

The initial list of regions selected for the survey included Moscow, Saint-Petersburg, the republic of Tatarstan and Krasnoyarsk, Tomsk, Chelyabinsk, Samara, Novosibirsk, Nizhniy Novgorod, and Sverdlovsk regions. Due to certain obstacles in accessing universities and forming lists of respondents, some initially selected universities were randomly replaced by other higher education institutions from the same

region. Since some of the selected regions contained too small of a number of universities, it was impossible to conduct a survey in all of them, so we had to randomly select one more region to obtain the planned sample size. For this reason, the Far East (Primorsky and Amur regions) was also included in the sample. The regions in the sample cover about 40% of all students in Russia studying in state higher education institutions.

In the second step of sampling, higher education institutions were randomly selected from one of the two lists: higher education institutions participating and higher education institutions not participating in the so-called Project 5-100 (the Academic Excellence Project). If the region had only one university participating in Project 5-100, it was automatically included in the sample. In case of its refusal to participate, another region containing the Academic Excellence Project participant was selected. If an institution from the second list refused to participate in the survey, one more institution was randomly selected in the region.

In the third step, there were built lists of respondents within the selected institutions. Selection process was randomized and based on faculty lists provided by the institutions. 128 respondents in each university were selected for the survey. The respondents having odd-numbered positions (1, 3, 5, 7…) comprised the principal list, and the respondents occupying even-numbered positions (2, 4, 6, 8…)—the secondary list used in case respondents from the principal list failed to attend. The planned sample size in each university was 64 respondents, but initially we did not manage to obtain this number for all universities, so we had to include an additional university to the sample. It was randomly selected from the list of all higher education institutions of the selected regions.

Survey

The field stage of the survey was carried out by the analytic agency NAFI, which has a wide range of interviewers all over the country. Cover-letters inviting to participate in the survey, the project description, and the questionnaire were sent to universities included into the sample. Administrators of universities made their decisions on participation. Several issues related to organization of data collection occurred in a number of universities in this stage. For some universities, reasons for these issues lay in internal procedures and structural changes (reorganization, accreditation, or election of a new rector). Others refused to have a survey conducted or give us lists of faculty members so that we could form lists of respondents. Out of all initially selected universities, it was possible to conduct the survey only in five regions: Tomsk, Chelyabinsk, Samara, Nizhny Novgorod, and Sverdlovsk regions. The final sample includes 15 initially selected higher education institutions, seven of which are participants of Project 5-100, and 11 institutions which were randomly selected to replace the dropout universities, among which three are participants of Project 5-100. Due to the fact that in some higher education institutions it was possible to interview only a small share of faculty, we included one additional university into the final sample in

order to obtain its planned size. The total number of universities is 26. The number of interviewers in most universities ranged from two to three. Seven universities chose to collect data by themselves. The total number of respondents is 1512.

Questionnaires were filled in three ways: in presence of interviewers, by respondents themselves without supervision interviewers, or in electronic form. Most of the questionnaires were filled in without the help of interviewers.

During the fieldwork stage, NAFI provided multi-step control of the randomly selected 10% of the interviews, conducting quality control of the interviewers' work. Data collection process also went through quality control.

Having compared the collected data to the general population, we can state that the final sample is representative by the rank of faculty members.

GENERAL RESULTS OF APIKS SURVEY IN RUSSIA

PROFILE OF A RESPONDENT

Table 1. Distribution of respondents by higher education institutions (HEIs).

№	HEI	Share of faculty in the HEI from the total sample	Number of faculty members in the HEI
1	HEI 1	4%	59
2	HEI 2	4%	63
3	HEI 3	6%	94
4	HEI 4	4%	65
5	HEI 5	4%	59
6	HEI 6	4%	61
7	HEI 7	3%	43
8	HEI 8	4%	54
9	HEI 9	3%	47
10	HEI 10	4%	60
11	HEI 11	4%	65
12	HEI 12	4%	66
13	HEI 13	4%	56
14	HEI 14	4%	64
15	HEI 15	5%	70
16	HEI 16	4%	61
17	HEI «5-100» 1	2%	27
18	HEI «5-100» 2	4%	60
19	HEI «5-100» 3	3%	43
20	HEI «5-100» 4	4%	58
21	HEI «5-100» 5	2%	35
22	HEI «5-100» 6	6%	84
23	HEI «5-100» 7	4%	65
24	HEI «5-100» 8	4%	62
25	HEI «5-100» 9	3%	39
26	HEI «5-100» 10	3%	52
Total		1512	

Table 2. Regional distribution.

Region	Share of the total sample	Number of respondents in the region	Federal district	Share of the total sample	Number of respondents in the district
Moscow	19%	293	Central	19%	293
Saint-Petersburg	13%	196	North West	13%	196
Primorsky Krai	2%	27	Far East	10%	148
Amur region	8%	121			
Tatarstan	14%	217	Volga	28%	429
Nizhny Novgorod Region	5%	82			
Samara region	9%	130			
Krasnoyarsk region	4%	59	Siberian	13%	198
Novosibirsk region	2%	35			
Tomsk region	7%	104			
Sverdlovsk region	10%	149	Ural	16%	248
Chelyabinsk region	7%	99			
Total	1512		Total	1512	

Table 3. Gender distribution.

Gender	Share of the total sample	Count
Male	48%	726
Female	52%	782
Bcero	100%	1512

Table 4. Age distribution.

Age	Share of the total sample	Count
Less than 36	23,5%	356
36-45	23,4%	354
46-59	25,7%	390
More than 60	24,3%	368
No answer	2,9%	44
Total	100%	1512

FOOTNOTE: Age is calculated as 2017 (survey year) minus the year of birth, here and in the following instances.

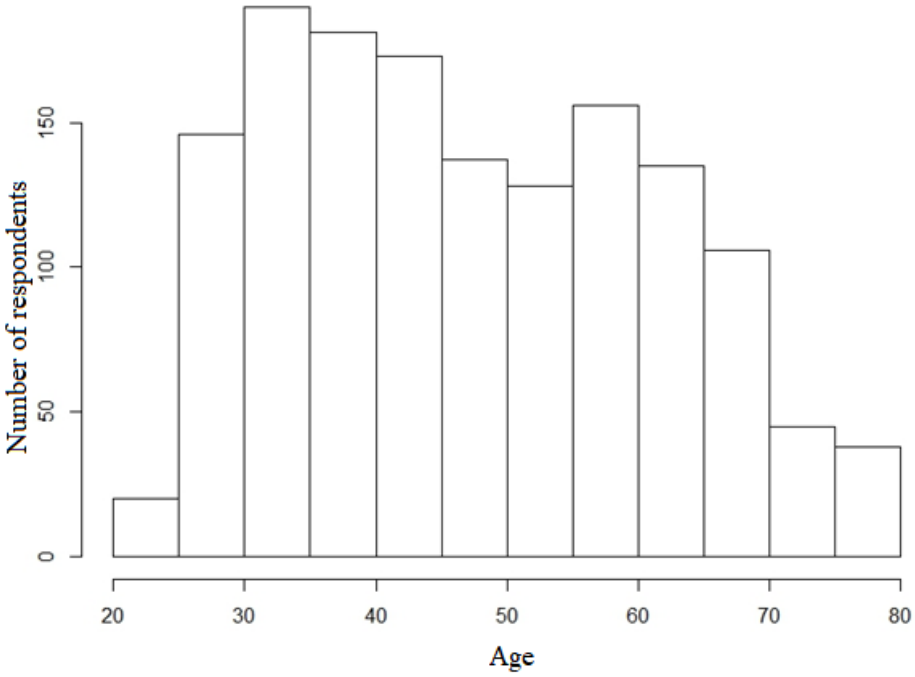

Figure 1. Age distribution.

Table 5. Faculty distribution by academic discipline of the department of the main place of work in the HEI

Academic discipline of the department	**Share of the total sample**	**Count**
Teacher training and education science	9,3%	140
Humanities and arts	9,5%	144
Social and behavioural sciences	5,6%	85
Business and administration, economics	16,4%	248
Law	3,9%	59
Life sciences	6%	91
Physical sciences, mathematics	7,2%	109
Chemistry	3,9%	60
Computer sciences	5,5%	83
Engineering, manufacturing and construction, architecture	27,2%	411
Other disciplines	1,4%	21
No answer	4,0%	61
Total	100%	1512

QUESTION: Please identify your academic discipline or field in the main place of work in this higher education institution.

Table 6. Faculty distribution by academic position.

Position	Share of the total sample	Count
Professor	15%	231
Associate professor	55%	832
Senior lecturer	17%	250
Lecturer	3%	51
Assistant	5%	72
Rector or vice-rector	0,0007%	1
Dean or deputy dean	7%	109
Head of department, deputy head of department	10%	155
Head of laboratory, deputy head of laboratory	1%	19
Head of another structural unit	2%	25
Leading researcher	1%	9
Chief researcher	0,003%	5
Senior researcher	2%	33
Researcher	1%	19
Junior researcher	1%	17
Administration officer (dean's office, methodical department, etc.)	2%	33
Teaching auxiliary staff (engineer, laboratory assistant, etc.)	3%	38
Other	3%	45

FOOTNOTE: One respondent may hold more than one position.

QUESTION: Please identify all the positions that you hold in this higher education institution.

Table 7. Faculty distribution by the aggregated positions.

Position	Share of the total sample	Count
Teaching staff	95%	1436
Heads of departments	18%	273
Research staff	5%	83
Administrative staff	2%	33
Teaching auxiliary staff	3%	38
Other	3%	45

FOOTNOTE: One respondent may hold more than one position.

The "teaching staff" category includes all the respondents holding teaching positions, from a professor to an assistant.

QUESTION: Please identify all the positions that you hold in this higher education institution.

The share of respondents holding faculty position for a full payment rate or more is 64% (973 respondents).

Table 8. Average respondents' age according to the aggregated positions.

Position	Average age of respondents holding this position
Teaching staff	48
Heads of departments	50
Research staff	45

QUESTION 1: Please identify all the positions that you hold in this higher education institution.

QUESTION 2: Year of birth.

Table 9. Gender distribution within the same aggregated positions.

Position	Share of men	Share of women	Men	Women
Teaching staff	46,9%	53,1%	671	761
Heads of departments	59,0%	41,0%	161	112
Research staff	62,7%	37,3%	52	31

FOOTNOTE: One respondent may hold more than one position.

QUESTION 1: Please identify all the positions that you hold in this higher education institution.

QUESTION 2: What is your gender?

Table 10. Duration of current employment contract.

Duration of current employment contract	Share of the total sample	Count
Continuously employed (no preset term, but no guarantee of permanence)	19,9%	302
Fixed-term employment *with* permanent/continuous employment prospects (tenure-track)	45,3%	685
Fixed-term employment *without* permanent/continuous employment prospects	28,0%	424
Casual/hourly contract according to work tasks	1,5%	23
Permanently employed (tenured)	0,7%	10
Other	2,9%	45
No answer	1,5%	23
Total	100%	1512

QUESTION: What is the duration of your current employment contract at your higher education institution?

Table 11. Work experience in higher education institutions.

Experience of work in higher education institutions	Share of the total sample	Count
Less than 10 years	30,5%	461
11-20 years	28,4%	430
21-30 years	14,6%	224
More than 30 years	19,4%	294
No answer	6,8%	103
Total	100%	1512

QUESTION: Since your first degree, how many years have you been fully employed in higher education institutions?

Table 12. Experience of work in the current higher education institution.

Experience of work in the current higher education institution	**Share of the total sample**	**Count**
Less than 10 years	33,0%	499
11-20 years	31,7%	479
21-30 years	12,4%	188
More than 30 years	18,8%	284
No answer	4,1%	62
Total	100%	1512

FOOTNOTE: Work experience is calculated as 2017 (survey year) minus the year of the start of work in a current higher education institution, here and in the following instances.

QUESTION: Please identify the year when you started to work in this higher education institution.

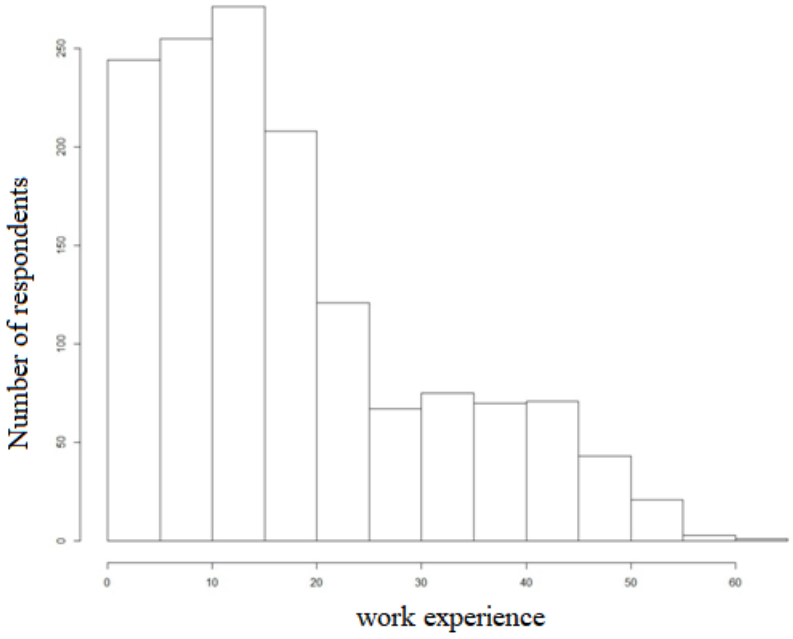

Figure 2. Respondents' work experience in the current higher education institution.

EDUCATION AND CAREER

Table 13. Percent of faculty with different degrees/diplomas.

Degrees	Share of the total sample	Count
Bachelor / Specialist	95%	1437
Second Bachelor / Specialist diplomas	13%	199
Master degree	13%	190
Candidate degree (PhD)	74%	1120
Doctor degree	16%	240

QUESTION: Please indicate all of your higher education degrees and academic degrees.

Table 14. Respondents' distribution by the highest obtained degree.

Highest obtained degree	Share of the total sample	Count
Only higher education degree	24,1%	364
Candidate degree	59,7%	902
Doctor degree	15,9%	240
No answer	0,004%	6
Total	100%	1512

QUESTION: Please indicate all of your higher education degrees and academic degrees.

Table 15. Gender distribution by academic degree.

Gender	Share of respondents having a Candidate Degree	Count	Share of respondents having a Doctor Degree	Count
Men	80%	579	23%	164
Women	69%	539	10%	76

QUESTION 1: Please indicate all of your higher education degrees and academic degrees.

QUESTION 2: What is your gender?

Table 16. Average age of faculty having academic degree.

Academic degree	Age
Candidate degree	49
Doctor degree	61

FOOTNOTE: Here and in all following instances, the category "faculty" includes all the respondents holding teaching positions from a professor to an assistant..
QUESTION 1: Please indicate all of your higher education degrees and academic degrees.
QUESTION 2: Year of birth.

Table 17. Average age of completion academic degree.

Academic degree	Age
Candidate degree	32
Doctor degree	47

QUESTION 1: Please indicate all of your higher education degrees and academic degrees and the year of completion for each of them.
QUESTION 2: Year of birth.

The share of academics in formative career stage (less than 40 years of age and occupying lower position than an associate professor) in the sample is 27% (409 respondents).

Table 18. Characteristics of training for receiving Candidate degree.

Characteristics of training for receiving Candidate degree	Share of all Candidate degree holders	Count
You were required to take a prescribed set of courses	29%	330
You were required to write a thesis or dissertation	88%	988
You received intensive faculty guidance for your research	76%	856
You chose your own research topic	44%	488
You received a scholarship or fellowship	15%	167
You received an employment contract during your studies (for teaching or research)	49%	553
You were employed at a research institution not belonging to academy	16%	178
You were employed outside the academy	11%	118
You funded your doctoral training by yourself and/or family support	5%	60
You received training in instructional skills or learned about teaching methods	36%	400
You were involved in research projects with faculty or senior researchers	42%	472
Your doctoral thesis was a monograph	86%	968
Your doctoral thesis consisted (partly or completely) of book chapters and/or journal articles	5%	57
Total	100%	1120

FOOTNOTE: Percentages are calculated from all the respondents having a Candidate degree (1120 respondents).

QUESTION: How would you characterize the training you received in your doctoral training?

Table 19. Experience of work in different sectors since obtaining the first degree.

Employment sector	Average experience		No answer (count)
	Full-time	Part-time	
Higher education institutions	18,9	2,6	103
Research institutes (outside higher education)	1,9	0,5	555
Government or public-sector institutions	1,3	0,2	577
Industry or private sector institutions	1,8	0,8	553

QUESTION: Since your first degree, how many years have you been employed full-time or part-time in the following sectors?

GENERAL WORK SITUATION

Table 20. Time allocation.

Activity	**Hours per week when classes are in session**	**Hours per week when classes are not in session**
1. Teaching	23,5	9,5
2. Research	10,0	8,1
3. Externally oriented activities	2,1	1,6
4. Administration and services within academia	3,9	2,9

FOOTNOTE: Observation with the total by all the activities more than 100 hours are excluded (the average is calculated for 869 respondents).

QUESTION: Considering all your professional work, how many hours did you spend in a typical week on each of the following activities in the previous academic year (2016-2017 academic year, prior to the survey year)?

Table 21. Professional activities in which faculty are involved.

Activity	**Share of the total sample**	**Count**
Served as a member of national/international scientific committees/boards/bodies	13,8%	208
Served a peer reviewer (e.g. for journals, research sponsors, institutional evaluations)	27,6%	418
Served as an editor of a journal / a book series	12,4%	188
Served as an elected officer or leader in professional / academic associations / organizations	21,8%	330
Served as an elected officer or leader of unions	13,7%	207
Total	100%	1512

QUESTION: During the previous academic year (2016-2017 academic year, prior to the survey year), have you done any of the following?

Table 22. Preferences towards teaching and research.

Preferences	Share of the total sample	Count
Primarily in teaching	18,6%	281
In both, but leaning towards teaching	44,0%	666
In both, but leaning towards research	29,5%	446
Primarily in research	5,3%	80
No answer	2,6%	39
Total	100%	1512

QUESTION: Regarding your own preferences, do your interests lie primarily in teaching or research?

Table 23. Attitude to the profession.

Statements	Strongly disagree 1	2	3	4	Strongly agree 5	No answer (count)
This is a poor time for any young person to begin an academic career in my field	22%	16%	28%	17%	17%	11
If I had it to do over again, I would not become an academic	47%	21%	18%	8%	6%	17
My job is a source of considerable personal strain	31%	27%	24%	11%	7%	15
Teaching and research are hardly compatible with each other	36%	21%	24%	13%	6%	13
Total	1512 (100%)					

QUESTION: Please indicate your views on the following statements.

Table 24. Job satisfaction.

Satisfaction with	Very low 1	2	3	4	Very high 5	No answer (count)
Your current employment situation (e.g., your contract status, salary)	14%	17%	34%	26%	8%	11
Your current work situation (e.g., workloads, work environments)	7%	14%	33%	34%	11%	13
Your current overall professional environment	3%	7%	27%	41%	20%	19
Total	1512 (100%)					

QUESTION: How do you rate your satisfaction with…

TEACHING

Table 25. The share of respondents involved in teaching in the academic year 2016-2017.

Involved in teaching in 2016-2017 academic year	Share of the total sample	Count
Yes	96,16%	1454
No	3,11%	47
No answer	0,72%	11
Total	100%	1512

QUESTION: Did you teach during the previous academic year (2016-2017 academic year – the year prior to the year of survey)?

Table 26. Distribution of teaching loads by different higher education programs.

Category of students	Average percent of instruction time	No answer (count)
Bachelor or specialist degree students	69%	71
Master degree students	21%	100
Doctoral students	4%	111
Continuing education programs students	3%	114

FOOTNOTE: Shares in the table are calculated for those respondents who taught during the preceding academic year – 1454 respondents.

QUESTION: Please indicate the proportion of your teaching-related activities during the previous academic year (2016-2017) for the following categories of students.

Table 27. Faculty involvement in various teaching activities.

Teaching activities	Share of respondents involved in teaching in 2016-2017 academic year	Count
Classroom instruction/lecturing	97,2%	1413
Individualized instruction	68,8%	1000
Project-based learning	27,1%	394
Practice instruction/ laboratory work	87,7%	1275
ICT-based learning/computer-assisted learning	77,2%	1122
Distance education	23,7%	345
Development of course material	87,2%	1268
Curriculum/program development	59,9%	871
Face-to-face interaction with students outside of class	82,0%	1193
None of the above	0,5%	7
Total	100%	1454

FOOTNOTE: Shares in the table are calculated for those respondents who taught during the preceding academic year – 1454 respondents.

QUESTION: Have you been involved in any of the following teaching activities?

Table 28. Attitudes towards teaching.

Characteristics of teaching activity	**Strongly disagree 1**	**2**	**3**	**4**	**Strongly agree 5**	**No answer (count)**
You spend more time than you would like teaching basic skills due to student deficiencies	7%	15%	29%	26%	23%	56 (4%)
You are encouraged to improve your instructional skills in response to teaching evaluations	13%	13%	25%	29%	21%	63 (4%)
At your institution there are adequate training courses for enhancing teaching quality	5%	12%	25%	28%	30%	59 (4%)
Practically oriented knowledge and skills are emphasized in your teaching	0,4%	2%	11%	34%	53%	60 (4%)
In your courses you emphasize international perspectives or content	3%	11%	26%	33%	27%	62 (4%)
You incorporate discussions of values and ethics into your course content	8%	15%	25%	23%	29%	65 (4%)
You inform students of the implications of cheating or plagiarism in your courses	3%	7%	12%	24%	54%	63 (4%)
Grades in your courses strictly reflect levels of student achievement	0,3%	1%	4%	27%	67%	58 (4%)
Since you started teaching, the number of international students has increased	12%	9%	20%	17%	40%	72 (5%)
Currently, most of your graduate students are international	57%	18%	13%	4%	3%	133 (9%)
Your research activities reinforce your teaching	3%	6%	15%	29%	47%	70 (5%)
Your external activities reinforce your teaching	13%	7%	20%	21%	36%	103 (7%)
Total	1454(100%)					

FOOTNOTE: Shares in the table are calculated for those respondents who taught during the preceding academic year – 1454 respondents.

QUESTION: Please indicate your views on the following:

Table 29. Teaching language

Language	**Share of respondents involved in teaching in the academic year 2016-2017**	**Count**
Russian	97%	1408
Foreign	6%	94

FOOTNOTE: Shares in the table are calculated for those respondents who taught during the preceding academic year – 1454 respondents.

QUESTION: Which language do you primarily employ in teaching?

RESEARCH

Table 30. The share of respondents involved in research in the academic year 2016-2017.

Involved in teaching in the academic year 2016-2017	Share of the total sample	Count
Yes	86%	1298
No	13%	196

QUESTION: Were you involved in research activity within this higher education institution the previous academic year (academic year 2016-2017)?

Table 31. Characteristics of research collaboration.

	Share of respondents involved in research in the academic year 2016-2017	Count
Having collaborators in any of the research projects	71%	919
Collaboration with doctoral students	50%	646
Collaboration with scholars / researchers at this institution	76%	987
Collaboration with scholars / researchers at other institutions in Russia	56%	724
Collaboration with international scholars / researchers	26%	332
Collaboration with scholars / researchers outside the discipline	47%	614
Total	100%	1298

FOOTNOTE: Shares in the table are calculated for those respondents who were active in research during the preceding academic year.

QUESTION: Please characterize your research collaboration undertaken in the previous academic year (academic year 2016-2017 – the year prior to the survey)?

Table 32. Core of the respondent's primary research.

Research emphasis	**Not at all 1**	**2**	**3**	**4**	**Very much 5**	**No answer (count)**
Basic/theoretical	11%	14%	25%	21%	25%	269 (21%)
Applied/practice-oriented	2%	6%	16%	27%	46%	244 (19%)
Commercially-oriented/intended for technology transfer	30%	17%	22%	15%	11%	281 (22%)
Socially-oriented/intended for the betterment of society	24%	14%	20%	18%	19%	271 (21%)
International in scope or orientation	28%	19%	24%	14%	10%	280 (22%)
Based in one discipline	27%	17%	24%	15%	11%	281 (22%)
Interdisciplinary	8%	11%	21%	23%	34%	250 (19%)
Total	1298(100%)					

FOOTNOTE: Shares in the table are calculated for those respondents who were active in research during the preceding academic year – 1298 respondents.

QUESTION: How would you characterize the emphasis of your primary research?

Table 33. Scholarly contribution within the past three years.

Scholarly contributions	Number of scholarly contributions (minimum)	Number of scholarly contributions (mean)	Number of scholarly contributions (maximum)	No answer (count)
Scholarly books you authored or co-authored	0	0,73	25	181
Scholarly books you edited or co-edited	0	0,20	25	251
Articles published in an academic book	0	0,87	55	211
Articles published in Russian academic journals	0	6,59	80	40
Articles published in international peer-reviewed academic journals	0	2,35	80	143
Discussion paper, report/monograph written for a funded project	0	0,77	210	245
Paper presented at a scholarly conference	0	5,38	70	63
Completed doctoral dissertations you supervised	0	0,24	18	230
Patent or license secured on a process or invention	0	0,51	15	229
Computer program written for public use	0	0,36	15	238
Artistic work performed or exhibited, incl. video or film produced	0	0,12	11	265

FOOTNOTE: Scholarly contributions are presented in the table for the respondents who were active in research during the preceding academic year.

QUESTION: How many of the following scholarly contributions have you completed in the past three years (2015-2017 – years previous to the survey year)?

Table 34. Characteristics of scholarly productivity for the past three years in terms of co-authorship.

Scholarly productivity	Average shares from the total number of publications
Authored solo	33%
Co-authored with colleagues located in the country of your current employment	53%
Co-authored with colleagues located in other (foreign) countries	3%

FOOTNOTE: Scholarly productivity is presented in the table for the respondents who were active in research during the preceding academic year.

QUESTION: What percentage of your publications in the last three years (2015-2017) were…

Table 35. Characteristics of the issues in which scholarly contributions were published during the past three years.

Scholarly productivity	Average shares from the total number of publications
Published abroad	15%
Published in peer-reviewed issues	56%
Published in issues indexed in Scopus and / or Web of Science	19%

FOOTNOTE: Scholarly productivity is presented in the table for the respondents who were active in research during the preceding academic year.

QUESTION: What percentage of your publications in the last three years (2015-2017) were…

Table 36. Expectations of institution towards respondent's research activity.

Expectations of institution	**Not at all 1**	**2**	**3**	**4**	**To a very high extent 5**	**No answer (count)**
Raising substantial amounts of external funds	16%	9%	19%	20%	35%	213
Focus on academic quality irrespective of social relevance	25%	17%	35%	13%	8%	229
Conducting applied (and possibly commercially oriented) research	11%	9%	25%	24%	30%	220
Complying to guidelines for research set by research funders	23%	14%	30%	19%	12%	236
Restricting public publication in tune with research funders' expectation	33%	19%	28%	11%	7%	236
Being active in carrying the research results beyond typical publications (technology transfer, dissemination in various media, etc.)	21%	16%	30%	18%	13%	231
Total	1298(100%)					

FOOTNOTE: Shares in the table are calculated for those respondents who were active in research during the preceding academic year – 1298 respondents.

QUESTION: To what extent do you consider yourself to be exposed to the following expectations by your institution?

Table 37. Funding of the research.

Funding sources	Average shares from the overall amount of funding	No answer (count)
Your own institution	32%	339
National research funding agencies	14%	347
Government entities	8%	348
Business firms or industry	9%	348
Private not-for-profit foundations/agencies	2%	348
International funding agencies	2%	349

FOOTNOTE: Shares in the table are calculated for those respondents who were active in research during the preceding academic year – 1298 respondents.

QUESTION: Which percentage (the total is 100%) of the funding for your research in the previous academic year (2016-2017) came from the following sources?

EXTERNAL ACTIVITIES

Table 38. External activities.

Activity	Share of the total sample	Count
Patenting and licensing	7,3%	110
Creation of a spin-off/start-up company	3,2%	49
Joint research and publications	35,7%	540
Evaluation (of policies and developments of companies, governments, regions, countries, etc.)	10,7%	162
Contract research	11,7%	178
Consultancy	10,4%	157
Use of infrastructure and (technical) equipment (e.g., measuring equipment of a company)	4,8%	73
Test and construct prototypes	5,2%	78
Work in a research laboratory, science incubator organization (e.g., think tank organization), and/or a science park	3,4%	51
Curriculum development for external agencies	5,1%	77
Supervision of student internships and/or student work placements	14,9%	225
Joint supervision with industry of bachelor, master and/or doctoral thesis	27,3%	413
Volunteer-based work/consultancy in an honorary capacity (e.g., for community groups; in cultural, educational, political, and social institutions, etc.).	12,9%	195
Public lectures and speeches	24,9%	377
Executive, contract tailor-made programs and courses	3,2%	48
Writing publications for a broader range of readers	12,2%	184
Participation in external board(s) and committee(s) (e.g. expert council, board of directors, board of trustees).	11,4%	172
None of the above	29,3%	443
No answer	1,0%	15
Total	100%	1512

QUESTION: In the past three years (2015-2017 year – prior to the survey year), have you been involved in any of the following activities with 'external' partners (e.g., industry, government, museums and schools)?

Table 39. Partners included in external activities.

Partners	Share of the respondents involved in external activities	Count
Other higher education institutions	59,8%	639
Public research institution centers	27,9%	298
Private research institution	5,9%	63
Government	14,9%	159
Business firms and industry	30,0%	321
Not-for-profit organizations	14,9%	159
Total	100%	1069

FOOTNOTE: Shares in the table are presented for the respondents involved in any of external activities for the preceding (2016-2017) year.

QUESTION: What partners were/are included in your external activities?

Table 40. The link between respondent's teaching, research, and external activities.

Activity	No link at all 1	2	3	4	Linked very much 5	No answer (count)
Research	13%	6%	18%	17%	41%	47
Teaching	17%	8%	16%	17%	35%	68
Total	1069 (100%)					

FOOTNOTE: Shares in the table are presented for the respondents involved in any of external activities during the preceding (2016-2017) year.

QUESTION: To what extent do your external activities derive from your core engagement in research and teaching?

Table 41. Funding sources for external activities.

Funding sources	**Share of the respondents involved in external activities**	**Count**
Your own institution	20,2%	216
Other higher education institution	16,1%	172
Public funding agencies	22,7%	243
Private not-for-profit funding agencies	8,3%	89
Government entities	5,3%	57
Business firms and industry	19,6%	209
Total	100%	1069

FOOTNOTE: Shares in the table are presented for the respondents involved in any of external activities during the preceding (2016-2017) year.

QUESTION: What was/is the funding source for your external activities?

Table 42. Importance of external activities for internal issues within institution.

Internal issues	**Not important 1**	**2**	**3**	**4**	**Very important 5**	**No answer (count)**
Research	11%	9%	22%	22%	31%	51
Teaching	11%	9%	23%	25%	28%	56
Academic reputation	8%	6%	20%	27%	32%	66
Career advancement	23%	12%	25%	17%	16%	68
Academic field or discipline	8%	7%	24%	25%	31%	59
The mission of the university	16%	9%	23%	21%	26%	60
Total	1069 (100%)					

FOOTNOTE: Shares in the table are presented for the respondents involved in any of external activities during the preceding (2016-2017) year.

QUESTION Generally, how important are external activities for…

Table 43. Importance of respondent's external activities for society.

Social spheres	**Not important 1**	**2**	**3**	**4**	**Very important 5**	**No answer (count)**
The local/regional community	17%	11%	91%	19%	18%	54
Industry	25%	11%	25%	18%	15%	68
Society at the national level	22%	15%	27%	14%	15%	65
Society at the international level	29%	17%	28%	9%	10%	73
Total	1069 (100%)					

FOOTNOTE: Shares in the table are presented for the respondents involved in any of external activities during the preceding (2016-2017) year.

QUESTION: To what extent do your external activities contribute to…

GOVERNANCE AND MANAGEMENT

Table 44. Evaluation of respondent's personal influence on shaping key academic policies of their institution.

Influence level	**Not at all influential 1**	**A little influential 2**	**Somewhat influential 3**	**Very influential 4**	**No answer (count)**
Department or similar unit	6%	24%	26%	24%	10
Faculty, school or similar unit	27%	30%	26%	11%	11
Institutional level	52%	25%	11%	4%	14
Total	1512 (100%)				

QUESTION: How influential are you in helping to shape key academic policies at your institution?

Table 45. Evaluation of teaching, research, and external activities by various institutional actors.

Activity	**Peers in the department or unit**	**The head of the department or unit**	**Members of other departments or units at the institution**	**Senior administrative staff at this institution**	**Students**	**External reviewers**	**Formal self-assessment**	**No answer (count)**
Teaching	64%	76%	22%	50%	56%	11%	62%	38
Research	52%	66%	21%	45%	14%	31%	59%	60
External activities	27%	49%	16%	46%	9%	4%	37%	168
Total	1512 (100%)							

QUESTION: By whom are your teaching, research, and external activities regularly evaluated?

Table 46. Institutional characteristics regarding management – 1.

Statements	**Strongly disagree 1**	**2**	**3**	**4**	**Strongly agree 5**	**No answer (count)**
A competent leadership	5%	7%	22%	26%	32%	126
A strong emphasis on the institution's mission	4%	9%	22%	27%	35%	38
Good communication between management and academics	7%	13%	28%	29%	23%	19
A top-down management style	3%	7%	21%	32%	35%	30
Collegiality in decision-making processes	12%	18%	31%	23%	12%	30
A strong teaching performance orientation	10%	15%	26%	26%	22%	25
A strong research performance orientation	6%	9%	25%	30%	27%	27
A cumbersome administrative process	11%	13%	27%	23%	25%	28
Total	1512(100%)					

QUESTION: At your institution there is…

Table 47. Institutional characteristics regarding management – 2.

Practices	Not at all				Very much	No answer (count)
	1	2	3	4	5	
Performance-based allocation of resources to academic units	9%	13%	34%	24%	18%	32
Funding of departments substantially based on numbers of students	7%	10%	30%	28%	23%	39
Considering research quality when making personnel (faculty hiring/promotion) decisions	8%	11%	33%	28%	19%	25
Considering teaching quality when making personnel decisions	12%	15%	32%	23%	17%	28
Considering practical relevance/applicability of the work of colleagues when making personnel decisions	10%	15%	35%	24%	14%	30
Recruiting faculty who have work experience outside academia	9%	14%	37%	25%	13%	36
Total	1512 (100%)					

QUESTION: To what extent does your institution emphasize the following practices?

Table 48. Internationalization influence on characteristics of institutional activity.

Institutional activity characteristics	Not at all				Very much
	1	2	3	4	5
Enhanced prestige	4%	8%	25%	29%	32%
Enhanced academic quality	8%	11%	32%	24%	21%
Increased revenue	8%	14%	32%	23%	18%
Enhanced research networks	7%	14%	31%	26%	19%
Increased mobility of students	5%	11%	31%	28%	21%
Increased mobility of faculty	10%	16%	33%	21%	16%
Weakening cultural identity	27%	21%	33%	9%	4%
Increased brain gain	19%	23%	33%	13%	7%
Increased costs associated with internationalization	13%	19%	40%	14%	8%
No internationalization in the respondent's institution	45%	14%	26%	5%	4%
Total	1512 (100%)				

QUESTION: To what extent do you observe the following outcomes of internationalization at your institution?

Table 49. Institutional practices in relation to internationalization.

Practices	**Strongly disagree**				**Strongly agree**	**No answer (count)**
	1	**2**	**3**	**4**	**5**	
Your institution has a clear strategy for internationalization	6%	10%	4%	20%	19%	131
Your institution provides various international exchange programs for students	4%	11%	29%	26%	27%	44
Your institution provides various opportunities/funding for faculty members to undertake research abroad	19%	25%	30%	13%	9%	62
Your institution provides various opportunities/funding for visiting international students	10%	19%	35%	19%	14%	66
Your institution provides various opportunities/funding for visiting international scholars	10%	20%	33%	20%	13%	64
Your institution encourages the recruitment of faculty members from foreign countries	15%	18%	30%	18%	15%	63
Your institution provides various opportunities/funding for faculty members to attend international conferences abroad	18%	22%	28%	16%	12%	54
Your institution encourages faculty members to publish internationally	6%	9%	20%	22%	39%	52
Total	1512(100%)					

QUESTION: Please indicate your views on the following statements:

ACADEMICS IN FORMATIVE CAREER STAGES

The share of academics in a formative career stage (less than 40 years of age and having a position lower than an associate professor) in the sample is 27% (409 respondents).

Table 50. Self-evaluation of competencies of academics in formative career stages.

Competencies	**Evaluation**				
	Poor				**Excellent**
	1	**2**	**3**	**4**	**5**
Developing new ideas, processes or products, which are rooted in research	9%	5%	17%	24%	9%
Working independently and taking responsibility for my actions	0,0%	0,7%	9%	22%	26%
Developing, maintaining and using networks or collaborations	2%	5%	18%	20%	12%
Effectively planning, managing and delivering projects in good time	0,7%	2%	13%	26%	16%
Working constructively with colleagues	0,2%	0,7%	8%	24%	24%
Ability to obtain external funding	11%	15%	18%	9%	4%
Total	409 (100%)				

FOOTNOTE: Shares in the table are presents for the academics in formative career stages (409 respondents).

QUESTION: How would you rate your own competencies and their importance to your current principal job?

Table 51. Evaluation of the importance of academics' competencies for their current job.

Competencies	**Importance to current job**				
	Not at all				**To a great extent**
	1	**2**	**3**	**4**	**5**
Developing new ideas, processes or products, which are rooted in research	2%	4%	11%	23%	17%
Working independently and taking responsibility for my actions	0,5%	1%	5%	18%	33%
Developing, maintaining and using networks or collaborations	0,1%	3%	11%	18%	25%
Effectively planning, managing and delivering projects in good time	0,5%	1%	7%	19%	30%
Working constructively with colleagues	0,2%	0,7%	7%	16%	33%
Ability to obtain external funding	5%	6%	12%	15%	18%
Total	409 (100%)				

FOOTNOTE: Shares in the table represent academics in formative career stages (409 respondents).

QUESTION: How would you rate your own competencies and their importance to your current principal job?

Table 52. Evaluating support of higher education institution.

Statements	Strongly disagree				Strongly agree	Count	No answer (count)
	1	2	3	4	5		
Mentoring is available when you need	1%	1%	9%	17%	29%	236	173
You are well supported in your career development	1%	5%	12%	17%	23%	241	168
You have good opportunities for social contact and networking in your academic unit	1%	8%	16%	18%	17%	242	167
You are well integrated into your academic unit	3%	4%	13%	19%	20%	242	167
Total	409 (100%)						

FOOTNOTE: Shares in the table represent academics in formative career stages (409 respondents).

QUESTION: Please indicate your views on the following statements …

Table 53. Career expectations in five years.

Expected positions	Like to be	Expect to be
	1	2
Teaching-only position	14%	12%
Research-only position	4%	3%
Teaching and research position	31%	31%
I have no intention to remain in academic employment.	3%	4%
Total	409 (100%)	

FOOTNOTE: Shares in the table represent academics in formative career stages (409 respondents).

QUESTION: In what role would you like to be, and what role do you expect to be, in five years from now?

Table 54. Satisfaction with different factors of work in current institution.

Factors	Satisfaction with current work situation				
	Poor				Excellent
	1	2	3	4	5
Salary	9%	14%	18%	14%	3%
Job security	2%	5%	17%	20%	14%
Career opportunities	3%	6%	19%	21%	9%
Institutional prestige	1%	4%	14%	20%	18%
Opportunities to learn and enhance competences	1%	3%	13%	19%	21%
Personal independence in teaching	1%	4%	14%	22%	15%
Personal independence in research	1%	5%	12%	20%	18%
Interesting work	0,5%	2%	13%	18%	23%
Total	409 (100%)				

FOOTNOTE: Shares in the table represent academics in formative career stages (409 respondents).

QUESTION: How do you rate each of the following factors?

Table 55. Importance of different factors of work.

Factors	Importance for your work				
	Not at all important				Very important
	1	2	3	4	5
Salary	0,5%	1%	5%	17%	35%
Job security	0,5%	2%	8%	16%	32%
Career opportunities	15%	24%	8%	18%	28%
Institutional prestige	1%	3%	11%	17%	25%
Opportunities to learn and enhance competences	0,5%	1%	5%	16%	36%
Personal independence in teaching	0,2%	0,7%	11%	14%	32%
Personal independence in research	0,5%	1%	8%	15%	33%
Interesting work	0,0%	0,5%	2%	12%	44%
Total	409 (100%)				

FOOTNOTE: Shares in the table represent academics in formative career stages (409 respondents).

QUESTION: How do you rate each of the following factors?

SOCIO-DEMOGRAPHIC CHARACTERISTICS

Table 56. Marital status.

Marital status	Share of the total sample	Count
Married/partner	72,2%	1092
Single	26,3%	400
No answer	1,3%	20
Total	100%	1512

QUESTION: What is your familial status?

Table 57. Father's highest education level.

Highest education level	Share of the total sample	Count
Doctoral training or equivalent	10,1%	152
Higher education	49,2%	744
Secondary vocational education	25,9%	391
Secondary education	7,7%	117
Primary education or no formal education	3,2%	48
No answer	1,9%	29
Total	100%	1512

QUESTION: What is your parents' highest education level?

Table 58. Mother's highest education level.

Highest education level	Share of the total sample	Count
Doctoral training or equivalent	4,6%	69
Higher education	48,2%	729
Secondary vocational education	30,2%	456
Secondary education	10,2%	154
Primary education or no formal education	3,4%	52
No answer	1,5%	23
Total	100%	1512

QUESTION: What is your parents' highest education level?

Table 59. Having financially dependent children living with respondent.

Having dependent children	Share of the total sample	Count
0 to 5 years	14,1%	213
6 to 12 years	17,6%	266
13 to 17 years	11,6%	176
18 years or older	16,3%	246
I do not have any dependent children	46,3%	700
Total	100%	1512

QUESTION: If you have dependent children living with you, how many are in the following age cohorts?

Anna Panova, Maria Yudkevich, Lada Litvinova, Olga Alipova (2019)
Academic profession in knowledge society. Main results of the survey of faculty in 2017-2018.
Working paper. National Research University “Higher School of Economics”. Series WP10.

Available for downloading at https://cinst.hse.ru/en/apiks

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