



THE CHANGING ACADEMIC PROFESSION

RUSSIA COUNTRY REPORT

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Prepared by:

Maria Yudkevich (Higher School of Economics, Russia)

Yana Kozmina (Higher School of Economics, Russia)

Elizaveta Sivak (Higher School of Economics, Russia)

Olga Bain (George Washington University, USA)

Irina Davydova (Higher School of Economics, Russia)



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For any questions please contact

Maria Yudkevich

yudkevich@hse.ru

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INTRODUCTION TO THE “CHANGING ACADEMIC PROFESSION” SURVEY IN RUSSIA, 2012

The “Changing Academic Profession” (CAP) project is an impressive one-of-a-kind research endeavor that examines the academic profession across 19 countries. It collected knowledge and data about systems of higher education, functions, productivity and attitudes of the academics in a comparative perspective. The CAP research project brought over 100 scholars from all over the world to work together between 2004 and 2012. The CAP survey was carried out in 2007 in 19 countries and the results of this multinational research project have been published in multiple publications. These include a volume on the CAP major findings “The Changing Academic Profession: Major Findings of a Comparative Survey” by U. Teichler, A. Arimoto and W. Cummings (2013), and thematic volumes “Scholars in the Changing American Academy” by W. Cummings and M. Finkelstein (2012); “Changing Governance and Management in Higher Education” edited by W. Locke, W. Cummings, and D. Fisher (2011); “Job Satisfaction Around the Academic World” edited by P.J. Bentley, H. Coates, I. R. Dobson, L. Goedegebuure, and L. Meek (2013); “The Internationalization of the Academy” edited by F. Huang, M. Rostan and M. Finkelstein (2013, forthcoming); “Teaching and Research in Contemporary Higher Education” edited by J.C. Shin, A. Arimoto, W.K. Cummings, and U. Teichler (2013, forthcoming), and others. The international comparative survey of the academic profession would not be complete without the participation of academics in the Russian Federation. In the fall of 2012, the Moscow-based State University-Higher School of Economics, the leading economic school in Russia, coordinated the CAP survey administration in Russia. This report describes how the CAP questionnaire was adjusted to the Russian higher education system, how the sampling of Russian academia was drawn, and how the survey was administered in Russia. It also provides tables of means on each of the sections of the survey and reports on the limitations of the Russian survey. The survey data provides important information for future country-specific research and for international comparisons.

THE ACADEMIC SECTOR IN RUSSIA

Many structural features of the contemporary academic sector in Russia have been inherited from the Soviet period. In particular, along with universities in Russia, there exist Academies of Sciences that carry out fundamental scientific research. Presently there are six Academies of Sciences¹; the largest of them is the Russian Academy of Sciences². The scientific institutions of the Academies of Sciences can provide a postgraduate professional education, but, as a rule, they do not have bachelor or master’s programs.

¹ Russian Academy of Sciences, Russian Academy of Medical Sciences, Russian Academy of Education, Russian Academy of Agriculture Sciences, Russian Academy of Architecture and Construction Sciences, Russian Academy of Arts.

² As of July 2008 there were 470 research institutions, more than 55 thousand researchers, including more than 500 elected members of Academy and 800 corresponding members.

A second inherited feature of tertiary education in Russia is the subordination and formal status of higher educational institutions. About half of public universities in Russia are subordinate to the Ministry of Education and Science, and others are subordinate to other ministries and agencies (such as the Ministry of Health, the Ministry of Defense, the Ministry of Agriculture, etc.). There also persists a division of higher education institutions into three main types of formal status: universities, institutions, and academies. The university status is rather easily achieved because one of the main criteria of the National Accreditation Agency for this status is for more than seven different specialities to be taught at higher education institutions.

Nevertheless, an essential decrease in financial resources allocated for science and education, changes to the economic structure after the fall of the USSR, and various educational reforms led to considerable changes of academic work conditions in Russia. Despite a considerable decrease in population growth among 15- to 25-year-olds, for the last 17 years the number of institutions of higher education has increased. Since 1995, their number jumped from 569 to 653, as the private sector of higher education began to develop. Today there are more than 600 public and more than 400 private (non-state) institutions of higher education (with more than 1,600 branches in different regions of the Russian Federation. The largest number of institutions of higher education are located in Moscow and St. Petersburg.

During the 2000s the number of students of institutions of higher education increased and reached 7.4 million people by 2010 (17% of them studied at private institutions of higher education). Presently higher education (in its various forms) is available to the majority of young people. The percentage of school graduates who enter institutions of higher education also increased and reached 89%. However, a significant share of students are enrolled in distance education (45%) or part-time education (4%).

PICTURE 1: DIFFERENTIATION OF THE RUSSIAN REGIONS DEPENDING ON THE NUMBER OF PUBLIC INSTITUTIONS OF HIGHER EDUCATION.



During the 2000s, a number of serious changes in the education system occurred, including a rise of government expenditures on higher education and the creation of new types of public institutions of higher education.

Federal universities (FU) are the main universities in a federal district whose task includes providing its district with professional staff. The status of a federal university provides opportunities for research (both fundamental and applied) in priority scientific fields, and to receive relevant financing. Today in Russia there are nine federal universities: Far Eastern Federal University (2010), Kazan Federal University (2010), Northern (Arctic) Federal University named after M.V. Lomonosov (2010), North-Eastern Federal University (2010), North Caucasus Federal University (2012), Siberian Federal University (2006), Ural Federal University named after the First President of Russian Federation B. N. Yeltsin (2010), Southern Federal University (2006), and Immanuel Kant Baltic Federal University (2010). Federal universities were usually created on the basis of several educational institutions. Federal universities can include scientific organizations under the authority of federal organs of the executive authority and the Academies of Sciences.

National research universities (NRU) received their status on a competitive basis, based on their development programs. NRU status was awarded in 2008. This status is granted for 10 years, and during this period a university should fulfill all that was stated in its development plan including research results. As of today, the status has been awarded to 29 universities.

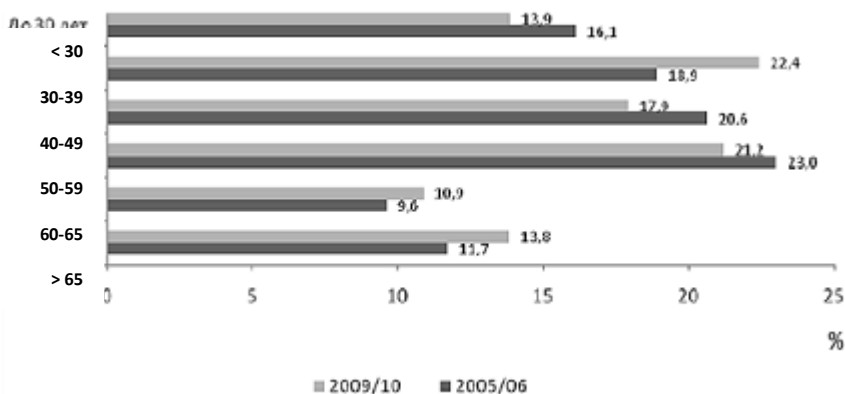
FACULTY CHARACTERISTICS

In 2010, there were approximately 342,000 faculty members at public institutions of higher education in the Russian Federation. In the last decade, the percentage of young faculty decreased, and by 2009, the percentage of faculty members older than 60 reached 20%. In addition, the percentage of female faculty members increased and surpassed the percentage of males.

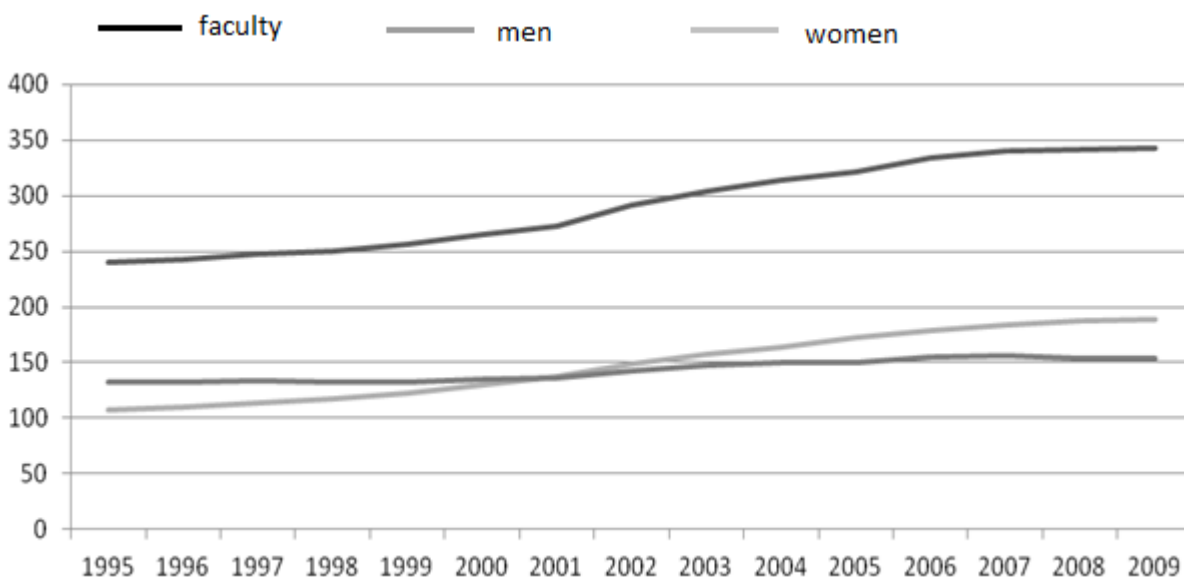
TABLE 1: ACADEMIC DEGREES AND RANKS OF FACULTY, PUBLIC INSTITUTIONS OF HIGHER EDUCATION (AT THE BEGINNING OF AN ACADEMIC YEAR, IN THOUSANDS)

	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010
Regular Staff	265.2	272.7	291.8	304	313.6	322.1	334	340.4	341.1	342.7
<i>Academic Degrees</i>										
Doctoral Degree	28.0	29.8	32.3	34.2	35.8	37.3	39.4	41.2	42.1	42.6
Candidate	125.4	128.5	135.5	142.2	148.6	155.3	162.8	168.9	173.5	175.9
<i>Academic Ranks</i>										
Professor	27.0	28.2	30.6	31.5	32.5	33.3	34.7	35.3	35.6	35.7
Senior Lecturer	89.8	90.2	94.6	97.8	99.6	102.2	105.6	108.5	111.3	111.3

GRAPH 1: AGE STRUCTURE OF FACULTY, (AT THE BEGINNING OF THE SCHOOL YEAR, THE STAFF)



GRAPH 2: GENDER REPRESENTATION IN THE COMPOSITION OF ACADEMIC STAFF



METHODS OF THE “CHANGING ACADEMIC PROFESSION” SURVEY IN RUSSIA, 2012

The 2007 CAP survey relied on the common methods and sampling procedures developed for CAP by W. Cummings and O. Bracht (Cummings and Bracht, 2006) and the common questionnaire (CAP, 2007) to provide the basis for reliable comparisons across countries. The predecessor of the CAP study is the Carnegie Foundation Survey of the Academic Profession in 14 countries administered in 1992-1993 (Altbach and Boyer, 1996). About 45-50% of the questions from the 1992 Carnegie Survey were used in the 2007 CAP study to ensure cross-time comparisons for 10 higher educational systems that participated in both the surveys. However, following the Carnegie survey 15 years later, the 2007 CAP study focused on the new and rising trends and challenges facing the academic profession in the 21st century. Its major thrust is to bring attention to the academia as the “core workers” of the higher education sector, who are often written off as reform agents in policy discourse and portrayed as a resource a “buy-in” from whom needs to be secured or “resistance” to proposed reforms by whom has to be overcome.

Russian academics were surveyed in the 1992 Carnegie survey at the time the Russian higher education embarked on the radical transformation of the Soviet model in the spirit of *perestroika* and *glasnost*. The Russian sample was the smallest among the 14 participating countries (about 430 respondents) in the 1992 survey, administered to 11 institutions of higher education in Russia (out of 553) and all located in Moscow city (and thus making country-wide representation difficult), with a very modest rate of return of 14.5% (Levin-Stankevich and Savelyev, 1996). The 2012 CAP-Russia survey aimed to augment the limitations of the previous survey of the academia. It was administered in October-December of 2012 and was coordinated by the Higher School of Economics.

2009 QUESTIONNAIRE TRANSLATION AND ADAPTATION

The 2012 CAP-Russia survey benefited from the translation of the questionnaire carried out for the 2009 Pilot CAP survey in Russia and the sampling and methods developed for this pilot (Bain, 2009a, 2009b). The 2009 Pilot data included data from about 300 respondents whose responses were not merged with the 2012 data to ensure methodological integrity of the latter. The 2009 Pilot CAP Russian questionnaire was discussed in the focus expert groups and was edited before the larger-scale pilot. The questions about gross annual income were dropped as the responses reflected a mix of annual gross income with monthly base salary most commonly used to determine the level of remuneration in Russia, or prompted respondents to decline from filling out the questionnaire. The expert focus groups also noted that the questionnaire helped them better understand the issues confronting academics in research, teaching, governance, and management worldwide, and to better understand the nature of the similar issues facing them in Russia.

The questionnaire was translated to retain the original meaning without distorting it or planting evaluative connotations when questions, instead, were to remain neutral and not to signal “the right answers” based on their connotation. Several terms were translated in a descriptive way rather than using the existing Anglophone borrowings, in order to fully explain the concepts behind the foreign language terms that do not have direct Russian language equivalents, such as “affiliation” and “service.” The questionnaire was further adjusted to reflect the Russian system of academic degrees, academic ranks, types of institutions, types of programs, and administrative geographic regions where higher education institutions are located. Similar to the U.S. survey, the section “A. Career and Professional Situation” was moved to the end of the questionnaire just before the section “F. Personal Background”, to start the questionnaire with the questions about their perceptions and attitudes and maintain their interest in the survey; an option about personal/family income as a source for research funding was also added. Additionally to the common questionnaire, the translated 2009 Russian questionnaire asked if respondents had children in general (in addition to the question whether children were living with the respondents), if respondents had paid administrative positions in addition to the academic position (on the rise among Russian academics pressed to augment their income from other sources), if respondents had more than one teaching load at the same institution, and if among published articles were conference theses (a common way of publishing concise theses of conference presentations) and teaching manuals as distinct from

published journal articles. To ease cross-national comparisons, these additional variables were recorded as such and as integrated into the common CAP battery of variables.

The 2009 sampling was adjusted to reflect uneven geographic distribution of higher education institutions in Russia according to the country's major federal administrative regions; and student enrollment was proposed to be used as a proxy for the number of faculty employed in regions (Bain, 2009b). Then institutions were to be randomly selected in each region, their number was determined on the relative proportion of faculty employed regionally and thus representing various types of higher education institutions, such as classical universities focusing on arts and sciences, technical and engineering universities, pedagogical, medical universities, and specialized institutions (e.g., economics, management, humanities, social sciences, technical disciplines). Two cities of Moscow and St. Petersburg were purposefully selected due to a high concentration of higher education institutions there, which enroll more than one fifth of the students attending the country's public higher education (Bain, 2009b). The 2009 pilot study was carried out through a network of educational and social science experts in the surveyed institutions to ensure access to faculty and trustworthiness of the survey. No personal or institutional names were recorded and no other personal or observed information was collected beyond the common CAP questionnaire to ensure confidentiality and anonymity of the survey so that the information the respondents provided could not be personally or departmentally identified and/or used to the detriment of the respondents.

When preparing for the 2012 CAP-Russia survey, the survey coordinating group at the Higher School of Economics used the 2009 CAP questionnaire for Russia and worked with its developer to make further edits and add additional questions.

2012 CAP – RUSSIA PILOT

The resultant questionnaire for 2012 CAP-Russia survey was piloted in a group of ten academics in August 2012 to see if any further adjustments were needed. In some questions different levels of higher education, academic positions, etc. were changed to Russian analogous positions. However, questions were translated as accurately as possible to the meaning of the original questions in order to ensure comparability of data. The order of questions was also kept the same, except for one of the blocks, which contains questions about education, work duration in academic/non-academic sectors, annual salary, form of employment, etc. This block in the English questionnaire is first, and in the Russian-language version is the penultimate (it was done to ensure that respondents did not refuse to participate in the survey immediately because of a question about their salary).

In the 2012 questionnaire the wording in some questions was slightly changed when there was a possibility to facilitate understanding of questions without changing their meaning, and to replace some phrases for more habitual (only when that would not change the meaning). In addition, in the Russian questionnaire respondents were asked about teaching and researching activity for the last academic year, not “current or previous academic year,” because of the time of survey administration.

Several changes were made after a pilot survey. Firstly, the scales were reversed in questions of agreement/disagreement with statements and estimates. In the English questionnaire and in the first Russian version “very good”, “strongly agree”, etc. were coded as “1” and “very bad”, “strongly disagree” – as a “5.” Participants in the pilot survey have noted that such a scale is confusing because “5” is always associated with “good” and “1” with “bad”. Therefore, interpretations of extreme values of a scale were changed to the opposite. Secondly, in three questions (about faculty members’ level of personal influence in decision making; about the field of first degree/academic unit/teaching; and about parents’ or partner’s highest educational level) the answer “difficult to answer” was added.

In addition, there were several questions from Carnegie’s research questionnaire which were not included in original CAP questionnaire:

1. The quality of training as a teacher and a researcher.
2. What may influence a decision to stay or leave the institutions of higher education.
3. The priorities of higher education.

All these questions were placed in a separate block at the end of the questionnaire. In addition, a question was added about whether a faculty member is working at an institution of higher education from which they graduated, and the question (for those who work in scientific institutions) about whether a person studied at this scientific institute. These questions are necessary to study inbreeding (hiring a university’s own graduates) and academic mobility.

The questionnaire consists of six parts: general work situation and activities, teaching, research, career and professional situations, management, and personal background.

SAMPLE

According to standards of the CAP an effective sample size should be at least 800 people. Considering the effect of design (which equal two for the stratified cluster sample), not less than 1,600 faculty members have to be interviewed. For observance of all requirements, it was decided to conduct the interview in 25 institutions of higher education (64 respondents at each institution of higher education).

General sample institutions of higher education in this research are the accredited public institutions of higher education of 9 chosen regions (Moscow, St. Petersburg, Nizhny Novgorod Region, Novosibirsk Region, Samara Region, Sverdlovsk Region, Rostov Region, Tomsk Region, and Primorsky Krai), subordinated to the Ministry of Education and Science of the Russian Federation (head offices, without branches). Thus, the following were not included in this survey:

1. Institutions of higher education without accreditation.
2. Private institutions of higher education.
3. Institutions of higher education, not subordinate to the Ministry of Education and Science.
4. Branches of institutions of higher education.

5. Scientific organizations, non-educational institutions (for example, the Russian Academy of Sciences and its departments).

These restrictions were made for several reasons:

First, we considered as representatives of the academic profession the staff of the scientific organizations that have an opportunity to teach and conduct research. In the majority of private institutions of higher education and its branches, research is not conducted and proportion of distant learning students is high. Staff of Academy of Sciences usually does not teach at all or combine teaching at the institutions of higher education with their work at the academy.

Secondly, it is very difficult to get a permission to conduct a survey at institutions of higher education and to get an access to them without a recommendation letter from one of the Ministries; it was possible to get a letter from the Ministry of Education and Science.

These nine regions were chosen for the survey for several reasons:

These 9 regions were chosen as those with high shares of students within regional population, large number of public universities and a presence of federal and national research universities. In these regions, there are institutions of higher education of various types, including NRU and FU. 36% of all students of public institutions of higher education and 39% of all full-time students of public institutions of higher education are studying in these regions (data from the Ministry of Education and Science of the Russian Federation, 2012).

The number of students in institutions of higher education of these regions was taken into account in the process of designing the sample (as an approximation of the number of faculty members' institutions of higher education in the region).

TABLE 2. THE SIZE OF THE SAMPLE BY REGION AND TYPE OF INSTITUTIONS OF HIGHER EDUCATION

	Institutions of higher education with the status NRU and FU		Institutions of higher education without the special status		The number of full-time students
	In a region	In the sample	In a region	In the sample	
Moscow	9	3	41	4	405,403
St. Petersburg	3	2	20	2	198,470
Nizhny Novgorod Region	1	1	6	1	55,802
Novosibirsk region	1	1	6	1	63,665
Primorsky Krai	1	1	1	1	41,020
Rostov region	1	1	6	1	83,930
Samara region	1	1	7	1	61,771
Sverdlovsk region	1	1	8	1	68,441
Tomsk region	2	1	3	1	38,502
Total	20	12	98	13	1,017,004

Considering the subject of the research it was decided that the National Research Universities and Federal Universities, should be represented in the sample, because their policy toward research activities, measures on its support, teacher's income and other characteristics may differ from other institutions of higher education, etc. Institutions of higher education in each region were divided into two groups. The first group included all National Research Universities and Federal Universities located in the region. The second group included all other institutions of higher education. Then institutions of higher education were randomly selected within each group (when a group had more than one university). Faculty members were also selected randomly from the list of institutions of higher education faculty members, and 128 faculty members were selected. The respondents under the odd numbers were the main list, and under the even numbers were an additional list and were interviewed in case of the unavailability of the respondents from the main list.

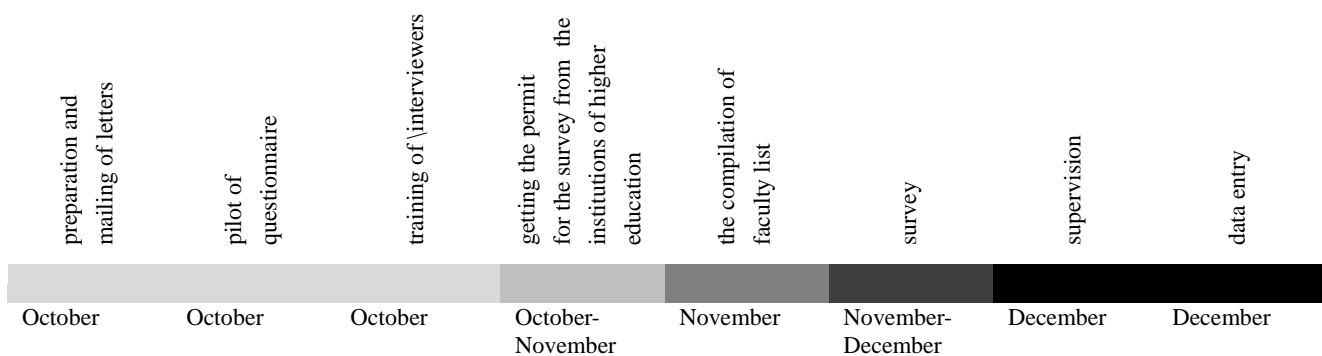
SURVEY ADMINISTRATION

The field stage of research was conducted by the Institute of Social Marketing.

Cover letters from the Ministry of Education with the request to assist in the study and with methodological materials and explanations were prepared and sent to the institutions of higher education at the first stage of survey. Institutions of higher education received these letters in early November. The process of attaining permission for conducting the interview and a faculty member's sampling took from two to four weeks.

TIMING OF RESEARCH

The survey in institutions of higher education was coordinated by the supervisors, who were selected in each institutions of higher education, and were instructed about the research. The number of interviewers in institutions of higher education reached from three to five people. Sixty interviewers participated in the research. At first, it was planned to work with external interviewers in all regions. However, access to institutions of higher education was difficult to obtain (for example, because of the pass system at a university), and sociological structures at institutions of higher education were attracted for the organization of the research. In some institutions of higher education external interviewers were admitted to the survey.



At the stage of compiling lists of faculty members of the institutions of higher education interviewers and faculty members there were problems with gaining access to them. This occurred for several reasons: Institutions of higher education declared that they did not have a list of staff members, and that there is Federal Law № 152 “On Personal Data” which limits the provision of contact data. During the course of two to three weeks, lists were compiled (by institutions of higher education or interviewers, which collected the lists from academic units), and respondents were selected in accordance with the plan of the sample.

Questionnaires were answered in three ways:

1. Face-to-face interview (15-20% of all questionnaires).
2. Self-administrated interview (75% of all questionnaires).
3. An electronic version, caused by a lack of access to some respondents (5%).

Interviewers were not able to find nearly 5-7% respondents selected for the survey (usually because a person no longer worked at the institutions of higher education). The percentage of refusals to participate in the survey was in general near 20%, but in several institutions of higher education, there were no refusals. About 20 people refused to complete the questionnaire, (due to the lack of time or privacy issues). At the end of the survey, INSOMAR organized random checks, mainly by mobile phone, to check with the respondents about the location of the interview, technical compliance, and the actual answers of the respondents. There were 176 respondents contacted and all of them confirmed their participation in the research. The data entry was organized in universities, or the questionnaires were sent to Moscow to the Institute of Social Marketing (INSOMAR).

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THE RESULTS OF RESEARCH

TABLE 1. THE FINAL LIST OF INSTITUTION OF HIGHER EDUCATION

Nº	IHEs	Share of teachers of this HIE in total number of respondents	Number of respondents in this HIE
1	HIE 1	3,9	64
2	HIE 2	4,0	65
3	HIE 3	4,3	69
4	HIE 4	3,9	64
5	HIE 5	3,9	63
6	HIE 6	4,1	66
7	HIE 7	3,9	64
8	HIE 8	3,9	64
9	HIE 9	3,9	64
10	HIE 10	4,0	65
11	HIE 11	4,1	66
12	HIE 12	4,1	66
13	HIE 13	3,9	64
14	HIE 14	4,1	66
15	NRU/FU 1	4,2	68
16	NRU/FU 2	3,4	55
17	NRU/FU 3	4,4	72
18	NRU/FU 4	4,0	65
19	NRU/FU 5	3,9	64
20	NRU/FU 6	4,1	66
21	NRU/FU 7	3,9	64
22	NRU/FU 8	4,1	67
23	NRU/FU 9	3,9	64
24	NRU/FU 10	3,9	64
25	NRU/FU 11	3,9	64
Bcero			1623

PART I. GENERAL WORK SITUATION AND ACTIVITIES

Table 1.* The main place of work at a university (valid percent)

The basic place of job in university	%
Department of a university	95
Scientific institution in university	3
Other: (please specify)	2
Total	100
	1622

Question: what is your main place of work at this higher educational institution?

Table 2.* Administrative position (valid percent)

Administrative position	%
Yes	34
No	66
Total	100
	1622

Question: Do you hold a paid administrative position in addition to a teaching or research position at the same higher educational institution?

Table 3. Time allocation

Time allocation	Mean	Maximum	Minimum	Valid percent
Hours per week when classes are in session				
Teaching (preparation of instructional materials and lesson plans, classroom instruction, advising students, reading and evaluating student work)	21	90	20	1525
Research (reading literature, writing, conducting experiments, fieldwork)	11	65	10	1524
Service (services to clients and / or patients, unpaid consulting, public or voluntary services)	4	70	2	1524
Administration (committees, department meetings, paperwork)	6	60	2	1524
Other academic activities (professional activities not clearly attributable to any of the categories above)	1	45	0	1524
Total	44	179	41	1525
Hours per week when classes are not in session				
Teaching (preparation of instructional materials and lesson plans, classroom instruction, advising students, reading and evaluating student work)	11	84	8	1506
Research (reading literature, writing, conducting experiments, fieldwork)	9	70	6	1505
Service (services to clients and / or patients, unpaid consulting, public or voluntary services)	3	89	1	1505
Administration (committees, department meetings, paperwork)	5	68	2	1505
Other academic activities (professional activities not clearly attributable to any of the categories above)	1	50	0	1505
Total	29	152	29	1506

Question: Considering all your professional work, how many hours do you spend in a typical week on each of the following activities? [If you are not teaching during the previous academic year, please reply to the second column only.]

Table 4. Professional orientation towards research or teaching (valid percent)

Preferences	%
Primarily in teaching	18
In both, but leaning towards teaching	43
In both, but leaning towards research	33
Primarily in research	6
Total	100
	1566

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

Table 5. Evaluation of facilities, resources, or personnel. (valid percent;1 - excellent, 5 - poor)

Evaluation of facilities, resources, or personnel	1	2	3	4	5	Total
Classrooms	16	47	30	7	1	100 1615
Technology for teaching	14	40	33	11	2	100 1594
Laboratories	13	39	32	12	4	100 1574
Research equipment and instruments	14	35	33	12	6	100 1567
Computer facilities	24	42	25	7	2	100 1591
Library facilities and services	29	37	19	4	1	100 1570
Your office space	22	39	24	9	6	100 1586
Secretarial support	18	35	26	13	8	100 1580
Telecommunications (Internet, networks, and telephones)	30	37	23	6	4	100 1590
Teaching support staff	19	38	26	11	6	100 1559
Research support staff	14	36	28	12	10	100 1509
Research funding	11	26	33	18	12	100 1539

Question: At this institution, how would you evaluate each of the following facilities, resources, or personnel you need to support your work?

Table 6. Affiliation with an academic discipline (valid percent; 1 - very important, 5 – not at all important)

Affiliation	With academic discipline	With a department	With institution
1	54	48	42
2	34	36	34
3	9	14	17
4	2	2	5
5	1	0	2
Total	100	100	100
	1596	1593	1589

Question: Please indicate the degree to which each of the following affiliations is important to you with academic discipline/with a department/with institution.

Table 7. Please indicate your views on the following (valid percent; 1 – strongly agree, 5 – strongly disagree)

Statements about academic profession	1	2	3	4	5	Total
Scholarship is best defined as the preparation and presentation of findings on original research	22	31	27	12	8	100 1578
Scholarship includes the application of academic knowledge in real-life settings	38	34	21	6	1	100 1590
Scholarship includes the preparation of reports that synthesize the major trends and findings of my field	18	19	26	16	21	100 1587
This is a poor time for any young person to begin an academic career in my field	7	10	18	20	45	100 1584
If I had it to do over again, I would not become an academic	7	11	22	23	37	100 1584
My job is a source of considerable personal strain	5	10	22	20	43	100 1590
Teaching and research are hardly compatible with each other society	38	27	23	8	5	100 1587

Question: Please indicate your views on the following

Table 8. Job satisfaction (valid percent; 1 – very high, 5 – very low)

Job satisfaction	%
1	14
2	31
3	36
4	16
5	3
Total	100 1591

Question: How would you rate your overall satisfaction with your current job?

Table 9. Changes in working conditions since the beginning of a career (valid percent; 1 – very much improved, 5 - very much deteriorated)

Changes in working conditions	1	2	3	4	5	Total
Working conditions at your university	13	32	34	12	9	100 1609
Working conditions in higher education	6	18	34	23	19	100 1602

Question: Since you started your career, have the overall working conditions in higher education and your university improved or declined?

Table 10. Changes in working conditions at a university since the beginning of a career / year of a beginning of the career in higher education (valid percent; 1 – very much improved, 5 - very much deteriorated)

Year of a beginning of the career	Assessment of changes in working conditions						No answer	Total
	1	2	3	4	5			
Before1990	4	11	13	5	5	62	100 1622	
1991-2000	4	6	7	3	2	77	100 1622	
After 2001	5	14	14	4	2	62	100 1622	
Total	12	32	34	13	9	1	100 1622	

Question: Since you started your career, have the overall working conditions in higher education and your university improved or declined?

Table 11. Changes in overall working conditions in higher education / year of a beginning of the career in higher education (valid percent; 1 – very much improved, 5 - very much deteriorated)

Year of a beginning of the career	Assessment of changes in working conditions						No answer	Total
	1	2	3	4	5			
Before1990	2	6	11	8	11	62	100 1622	
1991-2000	2	3	8	6	5	77	100 1622	
After 2001	2	8	16	8	3	63	100 1622	
Total	6	18	34	23	19	1	100 1622	

Question: Since you started your career, have the overall working conditions in higher education and university improved or declined?

PART II. TEACHING

Table 12.* Teaching in the previous academic year (2011-12) (valid percent)

Teaching	%
Yes	94
No	6
Total	100
	1622

Question: Did you teach in the previous academic year (2011-12)?

Table 13.* Teaching in foreign languages (valid percent)

Teaching	Abroad	In a language different from the language of instruction at your current institution	None of the above
Yes (mentioned)	3	7	92
No (not mentioned)	97	93	8
Total	100	100	100
	1622	1622	1622

Question: During the previous academic year, did you teach any courses...1) abroad 2) in a language different from the language of instruction at your current institution?

Table 14. Allocation of teaching responsibilities and approximate number of students per course

Level of higher education	Percent of Instruction time	Approximate average number of students per course
For students from the first to the third year of studies	49	45
For students of the fourth and fifth years of bachelor's or specialist education	30	19
For students of Master's programs or second degree	9	11
For postgraduate student	3	23
For students of the training courses	2	24
For other category of students	2	45

Question: Please indicate the proportion of your teaching responsibilities during the previous academic year that are devoted to instruction at each level below and the approximate number of students you instruct at each of these levels.

Table 15. Percent of faculty involved in different types of teaching activities (valid percent)

Types of teaching activities	%
Classroom lessons – Lecturing	87
Classroom lessons – Seminars	82
Individualized instruction with students	80
Development of course and teaching materials	75
Curriculum/program development	71
Electronic communications (e-mail) with students	66
Practice instruction/ laboratory work	56
ICT-based learning/computer-assisted learning	43
Distance education	33
Face-to-face interaction with students outside of class	27
Learning in projects/project groups	17
Non of the above	0,3

Question: During the previous academic year, have you been involved in any of the following teaching activities?

Table 16. Setting quantitative load targets or regulation expectations for individual faculty by institution (valid percent)

Load targets and expectations	%
Number of hours in the classroom	80
Number of students in your classes	46
Time for student consultation	42
Number of graduate students for supervision	30
Percentage of students passing exams	9
Not applicable	13

Question: Does your institution set quantitative load targets or regulatory expectations for individual faculty for the following.

Table 17. Characteristics of faculty member's teaching (valid percent; 1 – strongly agree, 5 – strongly disagree)

Views on different statements	1	2	3	4	5	Total
You spend more time than you would like teaching basic skills due to student deficiencies	32	28	26	10	4	100 1598
You are encouraged to improve your instructional skills in response to teaching evaluations	16	24	31	15	14	100 1577
At your institution there are adequate training courses for enhancing teaching quality	30	30	24	10	6	100 1579
Practically oriented knowledge and skills are emphasized in your teaching	48	35	15	2	0,3	100 1601
In your courses you emphasize international perspectives or content	29	32	26	11	2	100 1589
You incorporate discussions of values and ethics into your course content	28	28	24	12	8	100 1583
You inform students of the implications of cheating or plagiarism in your courses	44	26	18	8	4	100 1577
Grades in your courses strictly reflect levels of student achievement	48	35	14	2	1	100 1601
Since you started teaching, the number of international students has increased	19	16	27	17	21	100 1542
Currently, most of your graduate students are international	3	6	14	18	59	100 1437
Your research activities reinforce your teaching	47	27	17	6	3	100 1571
Your service activities reinforce your teaching	17	20	29	17	17	100 1518

Question: Please indicate your views on the following.

PART II. RESEARCH

Table 18.* Percent of faculty involved in research activities during the previous year (valid percent)

Research	%
Yes	81
No	19
Total	100
	1622

Question: Did you do any research in the previous year?

Table 19. Characteristics of research activity (valid percent)

Research activity	Individual research activity without collaboration	Participation in the collective research project	Collaborate with persons at other institutions in your country	Collaboration with foreign colleagues
Yes	40	59	36	17
No	41	22	44	64
No answer	19	19	19	19
Total	100	100	100	100
	1622	1622	1622	1622

Question: please, describe your research activity in the last academic year

Table 20.* Collaboration with foreign colleagues (valid percent)

Collaboration with foreign colleagues	Yes	No	No answer	Total
The European Union, except the East-European countries	9	7	83	100 1622
East-European countries – members of the European Union	4	13	83	100 1622
The countries of the former USSR, except of EU members	6	11	83	100 1622
North America	4	13	83	100 1622
South America	1	16	83	100 1622
Great Britain	2	15	83	100 1622
Asia and Australia	2	15	83	100 1622
Africa	0	17	83	100 1622

Question: With researchers from which countries/regions did you collaborate?

Table 21. Characteristics of a primary research (valid percent; 1 – very much, 5 – not at all)

Emphasis of a primary research	1	2	3	4	5	No answer	Total
Basic/theoretical	22	18	18	10	8	25	100 1622
Applied/practically-oriented	30	22	13	6	4	25	100 1622
Commercially-oriented/intended for technology transfer	7	12	15	14	23	29	100 1622
Socially-oriented/intended for the betterment of society	11	16	15	12	18	20	100 1622
International in scope or orientation	8	10	16	14	23	30	100 1622
Based in one discipline	12	11	15	12	21	29	100 1622
Multi-/interdisciplinary	22	19	16	7	10	27	100 1622

Question: How would you characterize the emphasis of your primary research this (or the previous) academic year?

Table 22. Percent of faculty involved in different types of research activities (valid percent)

Type of research activities in last year	Yes	No	No answer	Total
Preparing experiments, inquiries etc.	37	43	19	100 1622
Conducting experiments, inquiries etc.	38	42	19	100 1622
Supervising a research team or graduate research assistants	29	51	19	100 1622
Writing academic papers that contain research results or findings	68	12	19	100 1622
Involved in the process of technology transfer	12	69	19	100 1622
Answering calls for proposals or writing research grants	35	46	19	100 1622
Managing research contracts and budgets	12	69	19	100 1622
Purchasing or selecting equipment and research supplies	19	62	19	100 1622
Not applicable	5	76	19	100 1622

Question: Have you been involved in any of the following research activities during this (or the previous) academic year?

Table 23. Scholarly contributions completed in the past three years

Scholarly contributions	Amount						Total
	0	1	2	3	4	5 and more	
Scholarly books you authored or co-authored	70	17	7	3	1	2	100 1622
Scholarly books you edited or co-edited	84	8	5	2	0,3	1	100 1622
Research report/monograph written for a funded project	82	5	5	2	2	4	100 1622
Professional article written for a newspaper or magazine	79	7	6	3	1	4	100 1622
Patent secured on a process or invention	88	6	3	1	0,8	2	100 1622
Computer program written for public use	85	7	3	2	0,7	3	100 1622
Artistic work performed or exhibited	98	0,9	0,4	0,1	0,2	0,6	100 1622
Video or film produced	95	3	1	0,4	0,4	0,5	100 1622
Others (please specify):	97	0,8	0,7	0,3	0,2	1	100 1622

Question: How many of the following scholarly contributions have you completed in the past three years?

Table 24. Number of published articles and reports (valid percent)

Number of published articles and reports	Articles published in an academic book or journal	Paper presented at a scholarly conference
Have no publications	27	26
1-5	48	51
6-10	14	16
11-15	6	4
16-20	3	2
20 and more	2	1
Total	100	100
	1622	1622

Question: How many of the following scholarly contributions have you completed in the past three years?

Table 25. Mean number of publications of different types

Characteristics of publications	Mean
Published in a language different from the language of instruction at your current institution	35
Co-authored with colleagues located in the country of your current employment	28
Co-authored with colleagues located in other (foreign) countries	8
Published in a foreign country	6
On-line or electronically published	5
Peer-reviewed	2

Question: Which percentage of your publications in the last three years was

Table 26. Views on different statements concerning research (valid percent; 1 – strongly agree, 5 – strongly disagree)

Statements	1	2	3	4	5	Total
Restrictions on the publication of results from my publicly-funded research have increased since my first appointment	12	14	28	13	33	100 1558
Restrictions on the publication of results from my privately-funded research have increased since my first appointment	7	10	34	15	34	100 1472
External sponsors or clients have no influence over my research activities	30	18	27	12	13	100 1525
The pressure to raise external research funds has increased since my first appointment	39	26	24	5	6	100 1519
Interdisciplinary research is emphasized at my institution	20	28	36	9	7	100 1523
Your institution emphasizes commercially-oriented or applied research	29	31	38	7	5	100 1525
Your research is conducted in full-compliance with ethical guidelines	60	22	14	2	2	100 1536
Research funding should be concentrated(targeted) on the most productive researchers	21	24	30	12	13	100 1544
High expectations to increase research productivity are a threat to the quality of research	25	25	30	10	10	100 1551
High expectations of useful results and application are a threat to the quality of research	19	23	32	14	13	100 1547

Question: Please indicate your views on the following statement

Table 27. Sources and percentage of the funding for research

Source of the funding	Average percent
Your own institution	26
Public research funding agencies	11
Government entities	8
Business firms or industry	6
Private not-for-profit foundations/agencies	2
Your personal or household income*	26
Others	2
No answer	19
Total	100
	1622

Question: In the previous academic year, which percentage of the funding for your research came from

Table 28. Average share of the external funding

Source of the funding	Average percent
Russian organizations/entities	96
International organizations/entities	4
Total	100
	1622

Question: In the previous academic year, which percentage of the external funding for your research came from

Table 29. Who has the primary influence on each of the following decisions

Decisions	Government or external stakeholders	Institutional managers	Faculty committees/ boards	Academic Unit managers	Individual faculty	Students	Not applicable	Total
Selecting key administrators	25	44	21	4	0	0	5	100 1622
Choosing new faculty	1	15	34	45	1	0	4	100 1622
Making faculty promotion and tenure decisions	0	15	26	54	1	0	4	100 1622
Determining budget priorities	4	72	13	6	0	0	5	100 1622
Determining the overall teaching load of faculty	4	29	17	45	1	0	4	100 1622
Setting admission standards for undergraduate students	23	39	17	15	1	0	5	100 1622
Approving new academic programs	22	24	31	17	1	0	5	100 1622
Evaluating teaching	5	12	21	42	3	11	5	100 1622
Setting internal research priorities	2	44	35	12	3	0	5	100 1622
Evaluating research	4	28	43	17	2	0	6	100 1622
Establishing international linkages	4	61	13	11	5	0	6	100 1622

Question: At your institution, which actor has the primary influence on each of the following decisions (please check only one column on each decision)?

Table 30. How faculty assess their own personal influence in helping to shape key academic policies (valid percent)

Personal influence	At the level of the department or similar unit	At the level of the faculty, school or similar unit	At the institutional level
Not at all influential	17	7	5
A little influential	37	23	9
Somewhat influential	29	31	19
Very influential	9	30	56
No answer	8	9	11
Total	100	100	100
	1622	1622	1622

Question: How influential are you, personally, in helping to shape key academic policies?

Table 31. Participation of different actors in evaluation of faculty member's work: peers at the department

Evaluating	Teaching	Research	Service	Total
Peers at the department	71	49	24	100 1622
Head at the department	75	69	40	100 1622
Members of other departments	20	24	16	100 1622
Senior administrative staff	42	38	40	100 1622
Students	59	10	6	100 1622
External reviewers	12	41	5	100 1622
Yourself evaluating	63	59	34	100 1622
Nobody evaluating	0	1	2	100 1622

Question: By whom is your teaching, research, and service regularly evaluated?

Table 32. Characteristic of a university (valid percent; 1 – strongly agree, 5 – strongly disagree)

Characteristic of a university	1	2	3	4	5	Total
A strong emphasis on the institution's mission	39	25	23	8	5	100 1573
Good communication between management and academics	20	29	30	12	9	100 1586
A top-down management style	37	28	25	7	3	100 1574
Collegiality in decision-making processes	12	23	36	18	11	100 1567
A strong performance orientation	20	32	30	12	6	100 1574
A cumbersome administrative process	36	24	25	10	5	100 1570
A supportive attitude of administrative staff towards teaching activities	14	28	36	15	7	100 1568
A supportive attitude of administrative staff towards research activities	15	30	36	13	6	100 1553
professional development for administrative/management duties for individual faculty	15	23	35	17	10	100 1555

Question: At my institution there is...

Table 33. Views towards different statement concerning management (valid percent; 1 – strongly agree, 5 – strongly disagree)

Statements	1	2	3	4	5	Total
Top-level administrators are providing competent leadership	35	31	22	7	5	100 1597
I am kept informed about what is going on at this institution	25	30	29	12	4	100 1604
Lack of faculty involvement is a real problem	18	24	33	18	7	100 1592
Students should have a stronger voice in determining policy that affects them	12	20	36	23	9	100 1592
The administration supports academic freedom	15	24	43	12	6	100 1578

Question: Please indicate your views on the following issues.

Table 34. Prevalence of different management practices (valid present; 1 – not at all, 5 – very much)

Special practices in your university	1	2	3	4	5	Total
Performance based allocation of resources to academic units	14	24	35	14	13	100 1525
Evaluation based allocation of resources to academic units	12	21	38	17	12	100 1519
Funding of departments substantially based on numbers of students	14	21	37	13	15	100 1517
Funding of departments substantially based on numbers of graduates	5	12	36	20	27	100 1505
Considering the research quality when making personnel decisions	10	29	38	14	9	100 1529
Considering the teaching quality when making personnel decisions	11	29	37	13	10	100 1531
Considering the practical relevance/applicability of the work of colleagues when making personnel decisions	10	26	40	15	9	100 1532
Recruiting faculty who have work experience outside of academia	15	24	37	17	7	100 1530
Encouraging academics to adopt service activities/entrepreneurial activities outside the institution	7	17	32	22	22	100 1520
Encouraging individuals, businesses, foundations etc. to contribute more to higher education	9	15	32	23	21	100 1484

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

PART V. CAREER AND PROFESSIONAL SITUATION

Table 35. Percent of faculty with different degrees/diplomas (valid percent)

Degrees	%	Average value
Bachelor/ specialist	100	1990
Master's degree	10	2005
Candidate's degree	71	1995
Doctor's degree	13	2000
Two bachelor/specialist diplomas	12	2002
Two master's degrees	0,2	2005
Two candidate's degrees	0,5	1999
Two doctor's degree	0,1	2004
Total	1490	

Question : For each of your degrees, please indicate the year of completion and the country in which you obtained it.

Table 36.* Percent of faculty who studied at the same institution where he/she is currently working (valid percent)

Study at this institution	Level of higher education			No
	Bachelor or specialist program	Master program	Postgraduate program	
Yes (mentioned)	50	11	41	36
No (not mentioned)	50	89	59	64
Total	100	100	100	100
	1622	1622	1622	1622

Question: Did you study at this institution?

Table 37.* Percent of faculty who is currently working at another higher educational institution (valid percent)

Working at another higher educational institution	%
Yes	18
No	82
Total	100
	1622

Question: are you currently working at another university or research institute?

Table 38.* Percent of faculty who studied at one of other institutions of higher education or research institutes where he/she is also currently working (valid percent)

Inbreeding in other University	Studied			No
	In a bachelor degree or a specialist program	In a magistracy	In postgraduate study	
Yes	11	4	16	75
No	89	96	84	26
Total	100	100	100	100
	285	285	285	285

Question: Whether you studied in different Institution of higher education in which work at present?

Table 39. Academic discipline of Current Teaching (valid percent)

Academic discipline	Highest degree	Highest academic unit	Current teaching
Teacher training and education science	7	7	7
Humanities and arts	10	11	11
Social and behavioral sciences	6	6	6
Business and administration, economics	12	13	12
Law	5	5	5
Life sciences	4	3	4
Physical sciences, mathematics, computer sciences	19	20	21
Engineering, manufacturing and construction, architecture	28	32	32
Agriculture	0	1	1
Medical sciences, health related sciences, social services	0	0	1
Personal services, transport services, security services	1	1	1
Other: (please specify)	0	0	0
Have difficulties answering	8	7	7
Total	100	100	100
	1622	1622	1622

Question: Please, identify the academic discipline or field of your...

Table 40. Characteristics of training to receive a doctoral degree (%of respondents who have a doctoral degree)

Characteristics	Yes	No	Total
You were required to take a prescribed set of courses	44	56	100 1153
You were required to write a thesis or dissertation	93	7	100 1153
You received intensive faculty guidance for your research	64	36	100 1153
You chose your own research topic	50	50	100 1153
You received a scholarship or fellowship	14	86	100 1153
You received an employment contract during your studies (for teaching or research)	52	48	100 1153
You received training in instructional skills or learned about teaching methods	45	56	100 1153
You were involved in research projects with faculty or senior researchers	52	48	100 1153
You served on an institutional or departmental (unit) committee	22	78	100 1153
You were required to take a prescribed set of courses	28	71	100 1622

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

Table 41. Work experience in different organizations

Organizations	Full time	Part time
Higher educational institution	5	2
Research institutes	2	0
(Other) Government or public sector institutions	0	0
(Other) Industry or private sector institutions	0	0
Self-employed	1	0
If you reported some non-academic employment, since how many years do you work in academe without interim phases of employment in other occupational areas?	3	0

Question: Since your first degree, how long have you been employed in the following?

Table 42. Number of institutions

Organizations	First degree	Highest degree
<i>In higher educational institution or scientific research institute</i>		
0	33	58
1	41	32
2	19	9
3	7	1
4	0,3	0,1
5 and more	0,1	0,1
Total	1531	1525
<i>Other organizations</i>		
0	82	95
1	12	4
2	5	1
3	1	0,2
4	0,2	0,1
5 and more	0,1	0,1
Total	1531	1525

Question: By how many institutions have you been employed since your

Table 43. Beginning of a career (year)

Beginning of a career	Average value
Year of your first full-time appointment (beyond research and teaching assistant) in the higher education/research sector	1994
Year of your first appointment to your current institution (beyond research and teaching assistant)	1996
Year of your appointment/promotion to your current rank at your current institution	2000

Table 44. Beginning of a career (year) (valid percent)

Beginning of a career	Before 1990	1990-2000	2001-2012	Total
Year of your first full-time appointment (beyond research and teaching assistant) in the higher education/research sector	39	23	38	100 1622
Year of your first appointment to your current institution (beyond research and teaching assistant)	31	23	46	100 1622
Year of your appointment/promotion to your current rank at your current institution	26	21	53	100 1622

Question: Please indicate the following

Table 45. Years of working (valid percent)

Years	Working in higher education	Working at the current institution	Working at a current rank at this institution
Less 10 years	36	45	60
11-20 years	25	25	23
21-30 years	16	13	11
31-40 years	16	12	5
More 40 years	7	5	1
Total	100 1622	100 1622	100 1622

Question: Please indicate the following

Table 46. Interruption in the career (valid percent)

Interruption in the career	%
Not interrupt	82
Less 1 year	3
1-3 years	9
4 and more years	3
No answer	3
1622	100 1622

Question: For how many years have you interrupted your service at your current institution for family reasons, personal leave or full-time study?

Table 47. Employment situation: full-time or part-time (valid percent)

Employment situation	%
More than full-time	25
Full-time employed	55
Part-time employed	17
Part-time with payment according to work tasks	2
Other (please specify)	1
Total	100 1622

Question: How is your employment situation in the current academic year at your higher educational institution/research institute?

Table 47.1. Rate

Rate	Average percent	N	Std. deviation
more than full-time	1,5	394	,15
part-time employed	0,5	270	,19

Question: How is your employment situation in the previous academic year at your higher educational institution/research institute?

Table 48. Additional employment (valid percent)

Additional employment	Yes	No	Total
No	68	32	100 1622
In addition to your current employer, you also work at another research institute or higher educational institution	16	84	100 1622
In addition to your current employer, you also work at a business organization outside of academe	9	91	100 1622
In addition to your current employer, you also work at a non-profit organization or government entity outside of academe	4	96	100 1622
In addition to your current employer, you are also self-employed	5	95	100 1622
Other:	1	99	100 1622

Question: Do you work for an additional employer or do additional remunerated work in the previous academic year?

Table 49. Academic rank (valid percent)

Academic rank	%
Professor	18
Associate Professor	49
Senior lecturer	15
Teacher	5
Assistant	11
Other (please, specify)	1
Do not have a teaching positions	1
Total	100
	1622

Question: What is your academic rank?

Table 50. Research position (valid percent)

Research position	%
Leading researcher	3
Chief researcher	2
Senior researcher	7
Researcher	5
Junior researcher	2
Other (please, specify)	3
Do not have a research position	78
Total	100
	1622

Question: What is your research position?

Table 51. Duration of current employment contract (valid percent)

Duration of current employment contract	%
Permanently employed (tenured)	2
Continuously employed (no preset term, but no guarantee of permanence)	5
Fixed-term employment with permanent/continuous employment prospects (tenure-track)	13
Fixed-term employment without permanent/continuous employment prospects	53
Other:	27
Total	100
	1622

Question: What is the duration of your current employment contract at your higher educational institution or research institute?

Table 52. Income in rubles (annual, before taxes) (valid percent)

Income	In higher educational institution (rub)	Other concurrent employers (rub)	Other income (rub)
Mean	292458	64135	10387
Median	240000	0	0
Total	1093	1093	1093

Question: What is your overall annual gross income (including supplements) from the following sources?

Table 53. Income at an higher educational institution (annual, before taxes) (valid percent)

Income in higher educational institution	%
Less than 150 thousand rubles	22
From 151 to 250 thousand rubles	25
From 251 to 350 thousand rubles	18
No answer	20
Total	100
	1379

Question: What is your overall annual gross income (including supplements) from the following sources?

Table 54. Income in other organizations (annual, before taxes) (valid percent)

Income in other organizations	%
less than 80 thousand rubles	24
from 80 to 175 thousand rubles	25
From 176 to 350 thousand rubles	24
more than 350 thousand rubles	27
Total	100
	286

Question: What is your overall annual gross income (including supplements) from the following sources?

Table 55. Additional activities (valid percent)

Additional activities	Yes	No	Total
Served as a member of national/international scientific committees/boards/bodies	9	91	100 1622
Served a peer reviewer (e.g. for journals, research sponsors, institutional evaluations)	23	77	100 1622
Served as an editor of journals/book series	11	89	100 1622
Served as an elected officer or leader in professional/academic associations/organizations	3	97	100 1622
Served as an elected officer or leader of unions	2	98	100 1622
Been substantially involved in local, national or international politics	4	96	100 1622
Been a member of a community organizations or participated in community-based projects	11	89	100 1622
Worked with local, national or international social service agencies	2	98	100 1622
Other	59	41	100 1622
Not applicable	3	97	100 1622

Question: During the previous academic year, have you done any of the following?

Table 56. Changing of the workplace (valid percent)

Change of the workplace		%
Considered	To a management position in your higher education/research institution	15
	To an academic position in another higher education/research institute within the country	11
	To an academic position in another country	8
	To work outside higher education/research institutes	19
	No answer	47
Total		1622
Concrete action taken	To a management position in your higher education/research institution	9
	To an academic position in another higher education/research institute within the country	6
	To an academic position in another country	3
	To work outside higher education/research institutes	8
	No answer	74
Total		1622

Question: Within the last five years, have you considered a major change in your job? And did you take concrete actions to make such a change?

PART VI. PERSONAL BACKGROUND

Table 57. Sex (valid percent)

Sex	%
Male	52
Female	48
Total	100
	1622

Question: what is your gender?

Table 58. Age (valid percent)

Age	%
Missing	5
Less than 30 years	14
30-39 years	22
40-49 years	19
50-59 years	19
more then 60 years	21
Total	100
	1622

Question: Year of birth

Table 59. Familial status (valid percent)

Familial status	%
Married/partner	66
Single	19
Are not married on divorce or widowhood	14
Other	1
Total	100
	1622

Question: What is your familial status?

Table 60. Partner's employment (valid percent)

Partner's employment	%
Yes, full-time	47
Yes, part-time	6
No	14
No answer	33
Total	100
	1622

Question: If married/partner, is she/he employed?

Table 61. Partner's employment in academic sphere (valid percent)

Partner's employment in academic sphere	%
Yes	20
No	32
No answer	48
Total	100
	848

Question: Is your spouse/partner also an academic?

Table 62. Children (valid percent)

Children	%
Yes	65
No	35
Total	100
	1622

Question: Do you have children?

Table 63. Children, living with you (valid percent)

Child	%
Yes, 1 child	33
Yes, 2 children	16
Yes, 3 or more children	3
No	48
Total	100
	1072

Question: Do you have children living with you?

Table 64. Interruption of work to provide child or elder care (valid percent)

Interruption of work	%
Yes	17
No	83
Total	100
	1622

Question: Did you ever interrupt your employment in order to provide child or elder care in the home?

Table 65. Duration of interruption of work to provide child or elder care (% of respondents, who interrupted your employment)

Duration of interruption of work to provide child or elder care	%
Less than 10 months	27
10 – 20 months	31
20 -30 months	12
30and more months	21
No answer	9
Total	100
	1622

Question: For how many years you interrupted your employment in order to provide child or elder care in the home?

Table 66. Parents' and partner's education (valid percent)

Level of education	Father	Mother	Partner
Completed postgraduate studies or assigned to a degree	12	7	15
Entered and/or completed tertiary education	47	51	48
Specialized secondary education	17	18	4
Entered and/or completed secondary education	10	11	1
Entered and/or completed primary education	3	2	0
No formal education	1	1	
Not applicable	11	9	31
Total	100	100	100
	1622	1622	1622

Question: What is your parents' highest, and if applicable, partner's highest education level?

Table 67. Country of birth/citizenship/residence

Country	Country of birth	Citizenship	Country of Residence
Russia	1619	1621	1622
Other	3	1	0
- Iraq	1	1	0
- Germany	2	0	0
Country of Residence			
Russia	1618	1621	1622
Other	4	1	0
Iraq	1	1	0
Germany	2	0	0
China	1	0	0

Question: What was/is your nationality/citizenship and your country of residence?

Table 68. Native language (valid percent)

Language	%
Russian	98
Other	2
Including:	people
English	5
Ukrainian	3
Avar	2
Lezgin	2
German	2
Armenian	1
Belarusian	1
Bulgarian	1
Laksky	1
Arabic	1
Abkhazian	1
Tabasaran	1
Tatarsky	1
Azerbaijan	1
Chechen	1
Yakut	1
Total	100
	1622

Question: What is first language/mother tongue?

Table 69. Teaching language (valid percent)

Language	%
Russian	94
Other	6
Including:	people
English	71
German	15
French	7
English, French	2
English, German	2
Ossetian	1
Ukrainian	1
Total	100
	1622

Question: What is first language/mother tongue?

Table 70. language employed in research (valid percent)

Language	%
Russian	97
Other	3
Including:	people
English	39
German	4
French	3
English, German	1
Arabic	1
Total	100
	1622

Question: Which language do you primarily employ in research?

Table 71.* Assessment of quality of training for teaching (valid percent)

Assessment of quality of training	%
Excellent	29
Good	53
Fair	17
Poor	2
Total	100 1306

Question: How would you assess the quality of the training you received for your role as teacher?

Table 72.* Assessment of quality of training for research (valid percent)

Assessment of quality of training	%
Excellent	41
Good	51
Fair	7
Poor	1
Total	100 1306

Question How would you assess the quality of the training you received for your role as researcher?

Table 73.* Reasons to leave/stay at this institution (valid percent) (1 - a strong argument to leave university; 5 - a strong argument to stay at university)

Factors of influence	1	2	3	4	5	Total
Income	26	14	26	15	19	100 1494
Workload	10	13	40	21	16	100 1463
The ratio of time on teaching, research and administrative activities	8	13	42	23	14	100 1397
Resources for research	8	13	37	24	18	100 1380
Resources for teaching	4	9	35	31	21	100 1439
Academic reputation of institution/ Department	1	4	23	31	41	100 1456
Academic cooperation among colleagues here	2	8	40	28	2	100 1321
Financial stability of the University or Department	7	11	29	28	25	100 1425
Region in which this institution is located	2	5	24	24	45	100 1430

Question: in thinking about leaving or staying at this institution, how important are the following considerations?

Table 74.* Priorities of higher education (1 - Low priority; 4 - Highest priority)

Priorities of the higher education in Russia	1	2	3	4	Total
Educating students for leadership	6	43	40	11	100 1622
Education students for critical and innovative thinking	1	13	51	35	100 1622
Preparing students for work	1	9	40	50	100 1622
Life-long learning for adults	4	32	41	33	100 1622
Preservation the cultural heritage	3	15	42	40	100 1622
Protection free intellectual inquiry	3	20	42	35	100 1622
Promoting scholarship and research	1	11	38	50	100 1622
Assistance to development of economy and society, based on knowledge	2	13	43	42	100 1622
Strengthening the nation's capacity to compete internationally	2	11	38	49	100 1622
Helping to resolve basic social problems	3	19	42	36	100 1622

Question: looking to the future, what priority should higher education in your country give to each of the following?