

**Moscow,
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**Academic Profession in
Russia:
on the road toward
world-class
universities?**

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20 years dynamics of Russian academic profession: 2012-2012

- Academic culture plays an important role in further development and building world-class universities
- Strong universities need strong environment
- 20 years of turbulence: how the values and structure of academic profession has changed?



Carnegie Study and Changing Academic Profession Survey (from 1992 to 2012)

- **Carnegie study:** first attempt to draw a comparative portrait of academic profession in 14 countries
- **Changing academic profession (CAP):** 19 countries in the period 2007-2010 (+ **Russia** in 2012)

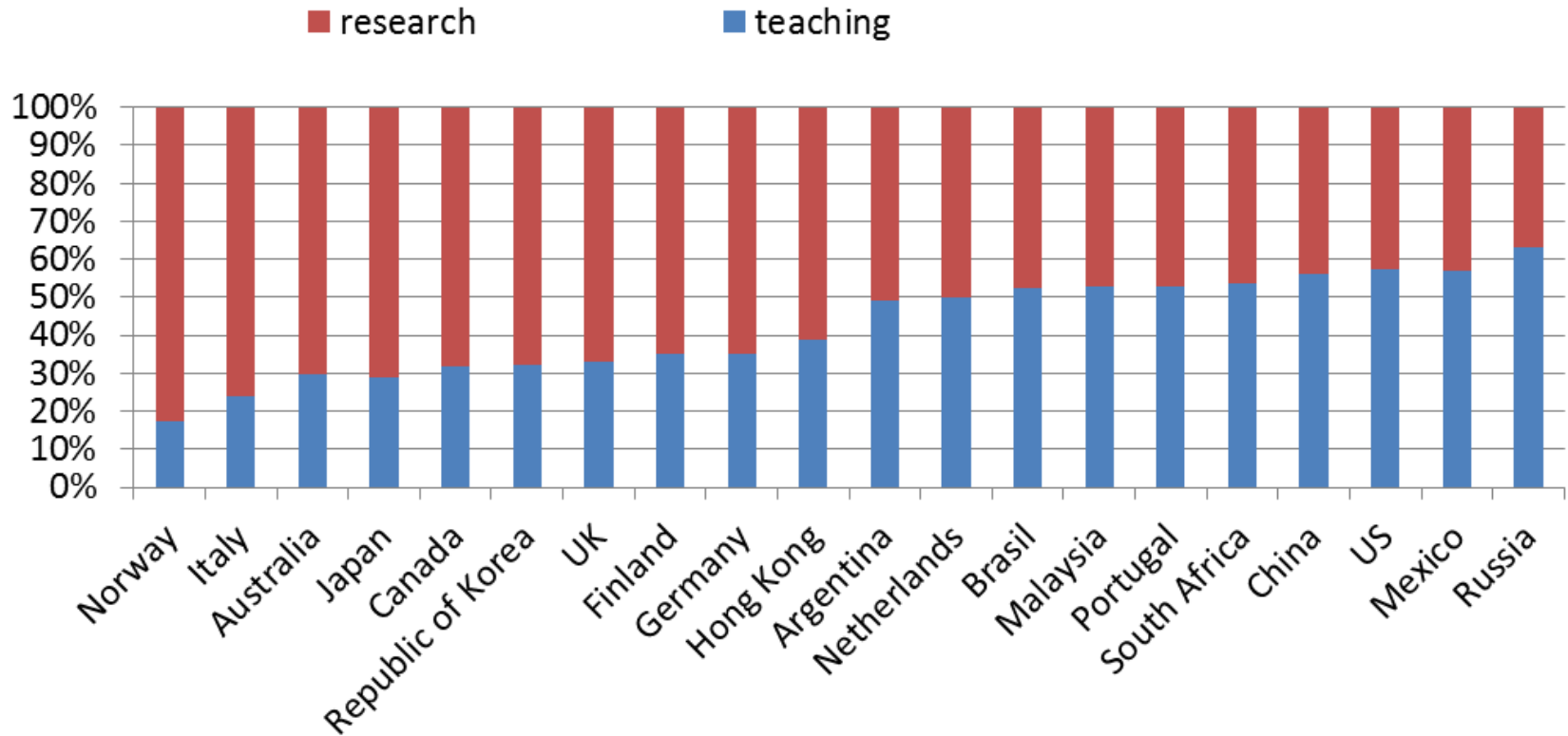
1992: Moscow and St.-Petersburg

2012: 9 regions, 27 universities (including both national research universities and “standard” universities under Ministry of Higher Education and Science)

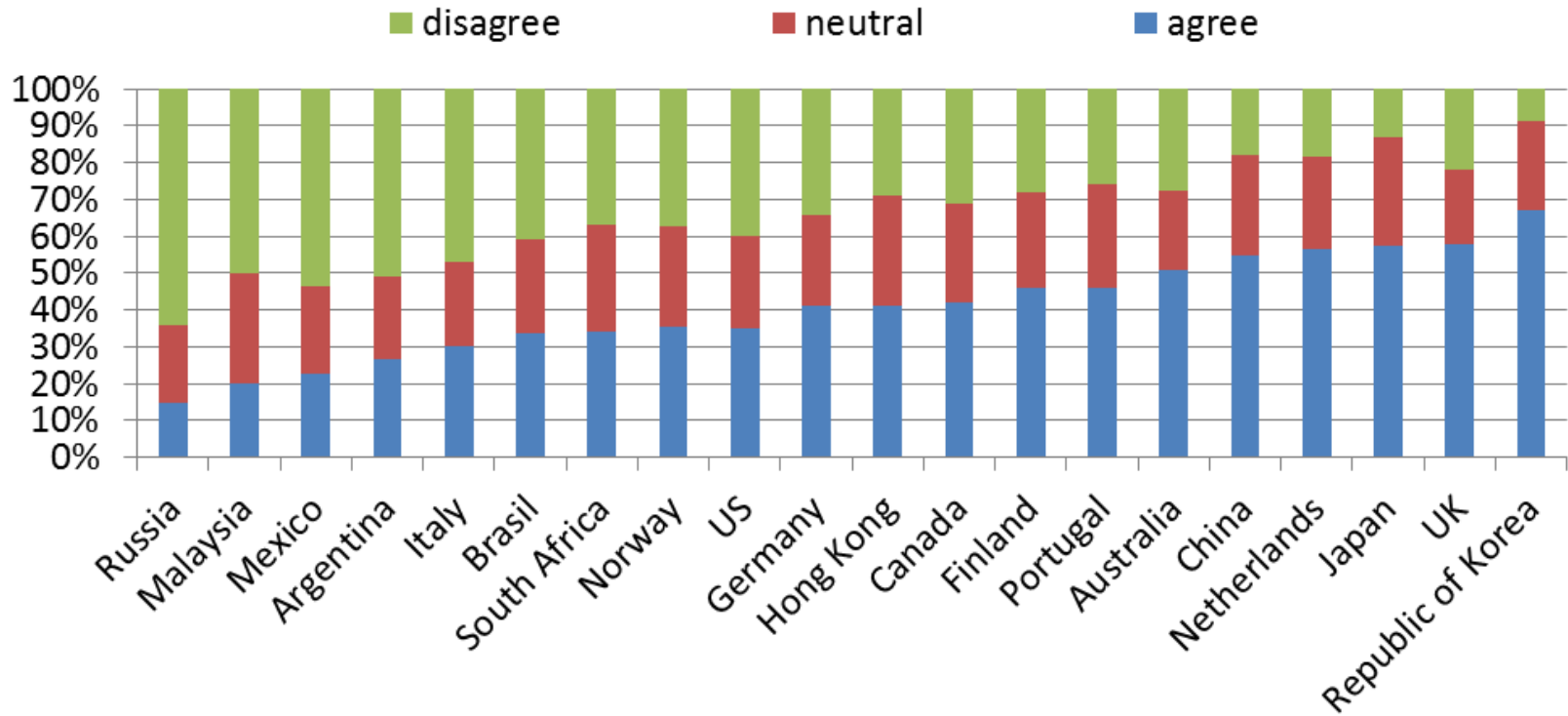
Ivory towers or armed fortresses?

Teaching and Research

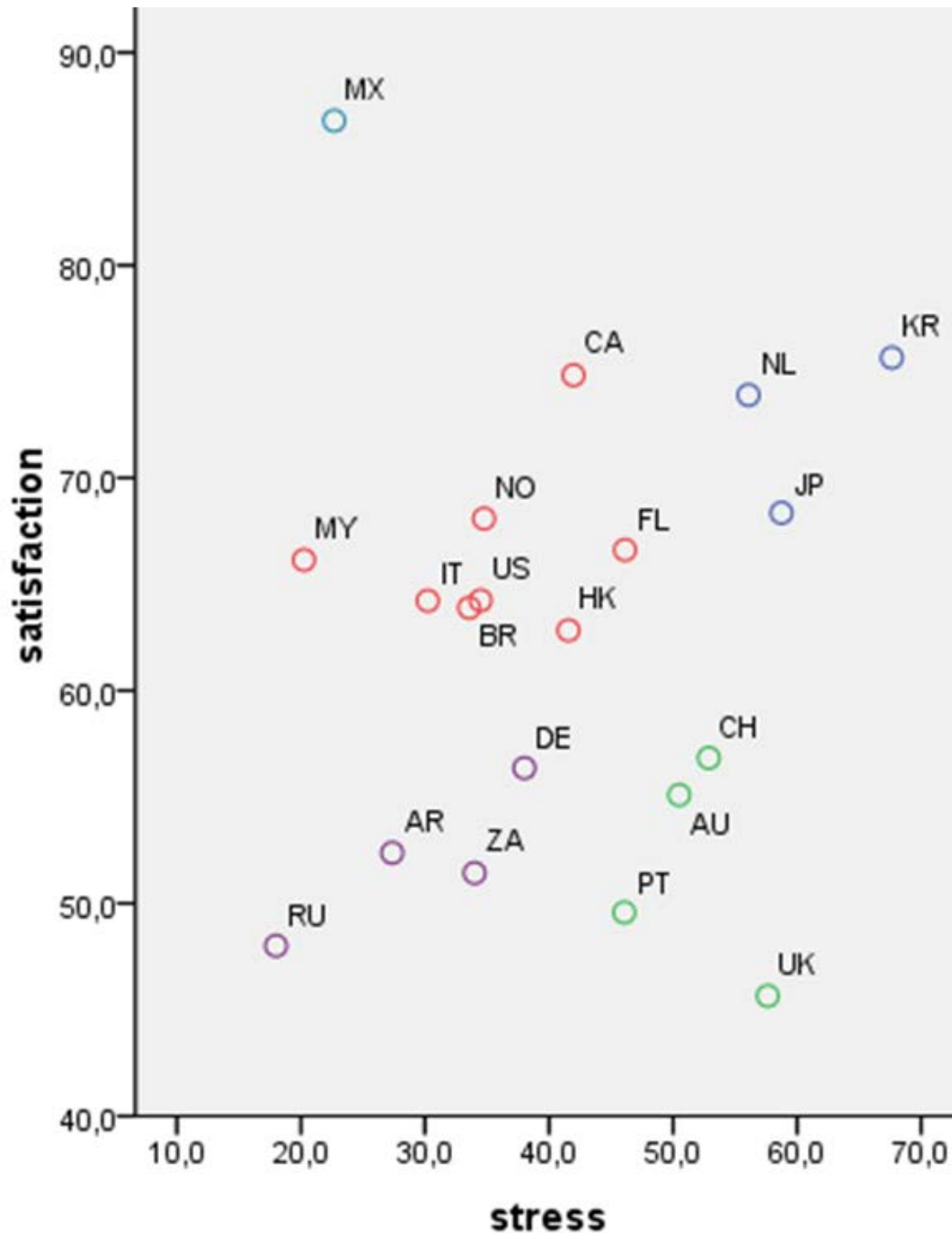
Inheritance of strong dualism between universities and academic sector: strong preferences toward teaching among faculty



My job is a source of considerable personal strain



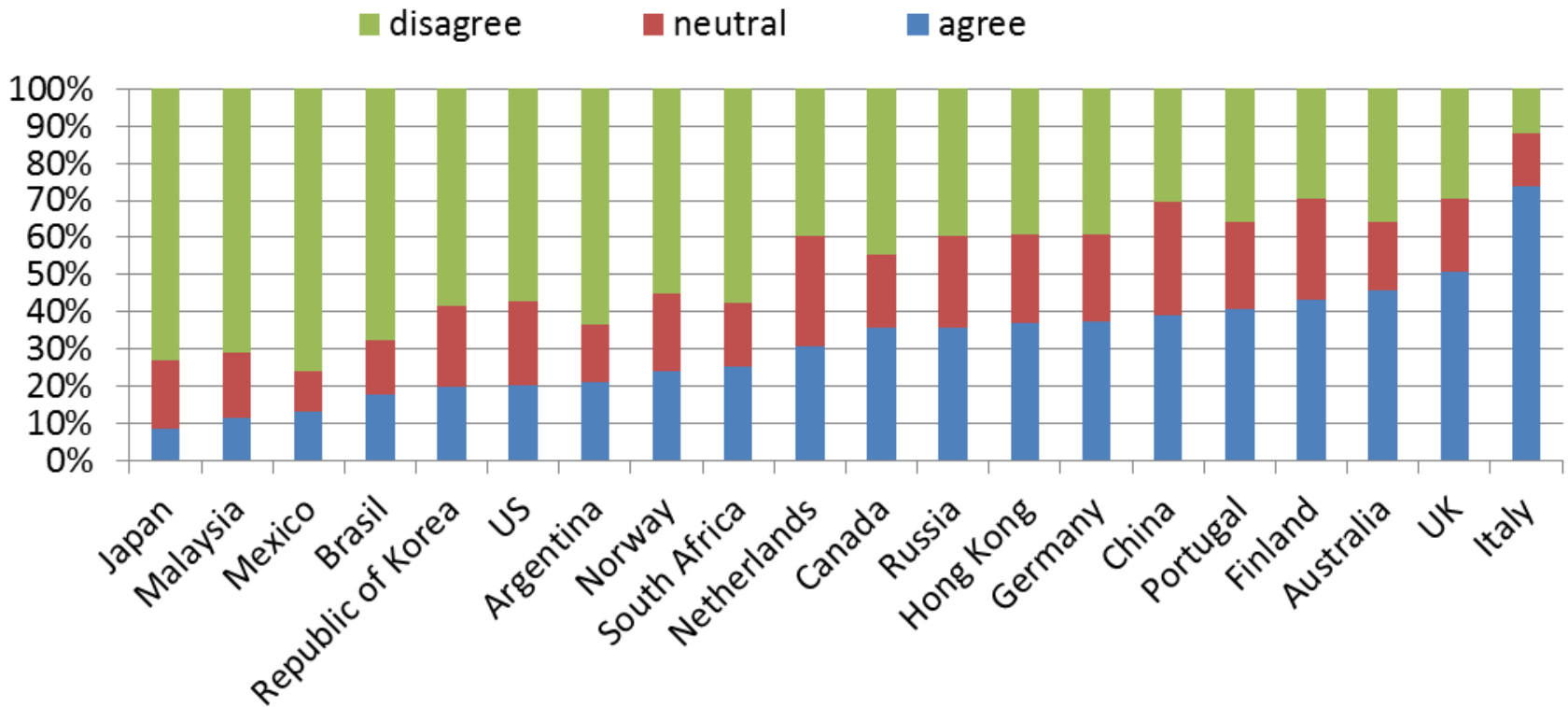
Stress and satisfaction



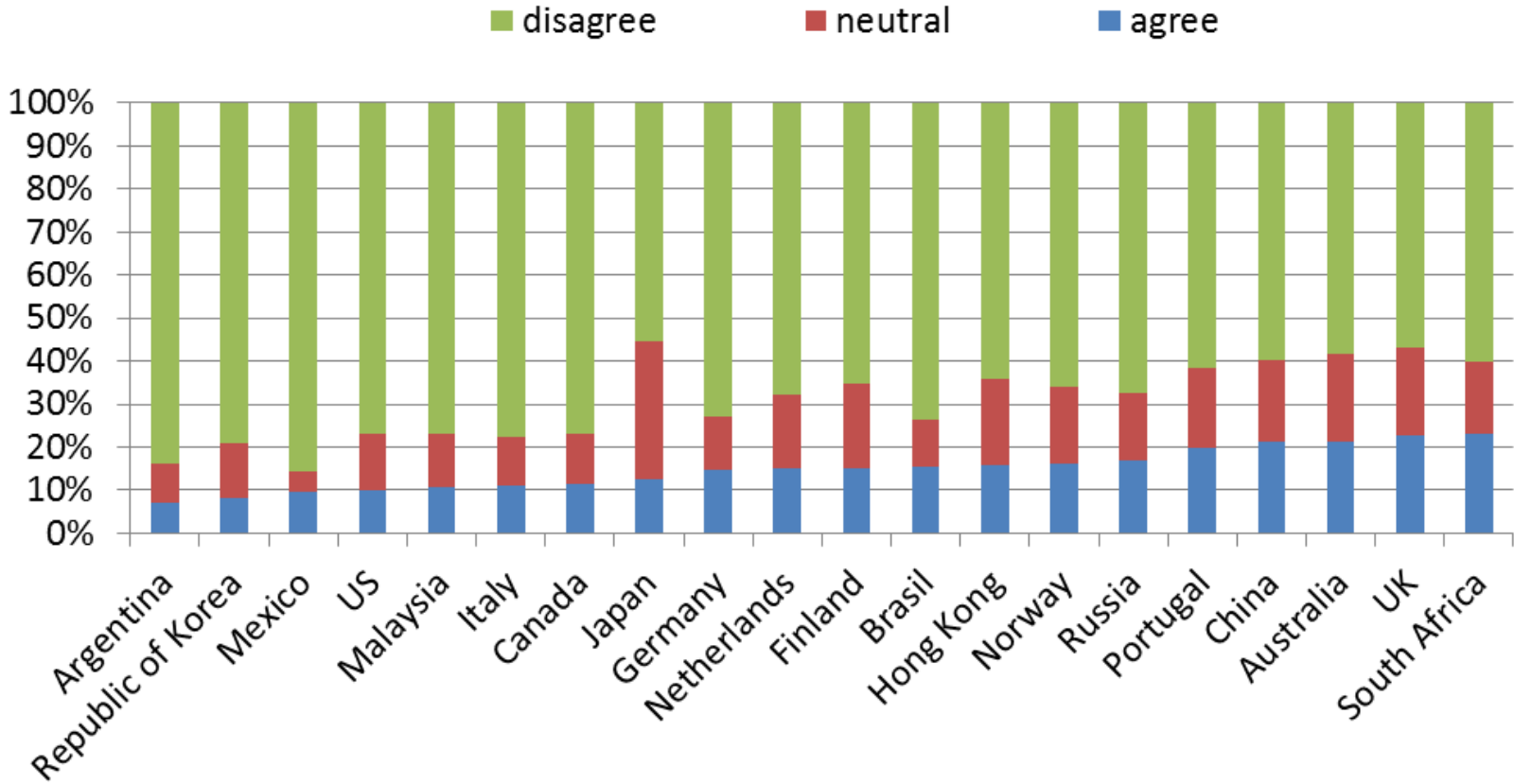
Relationship between stress and satisfaction is not easily seen

Does it exist?

This is a poor time for any young person to begin an academic career in my field



If I had it to do over again, I would not become an academic



Quality of training: self-evaluation

T	1992	2012			
		M and P	Russia	NRU	Others
Excellent	16	33	29	28	30
Good	68	48	52	51	52
Fair	15	16	17	18	16
Poor	1	2	2	2	2

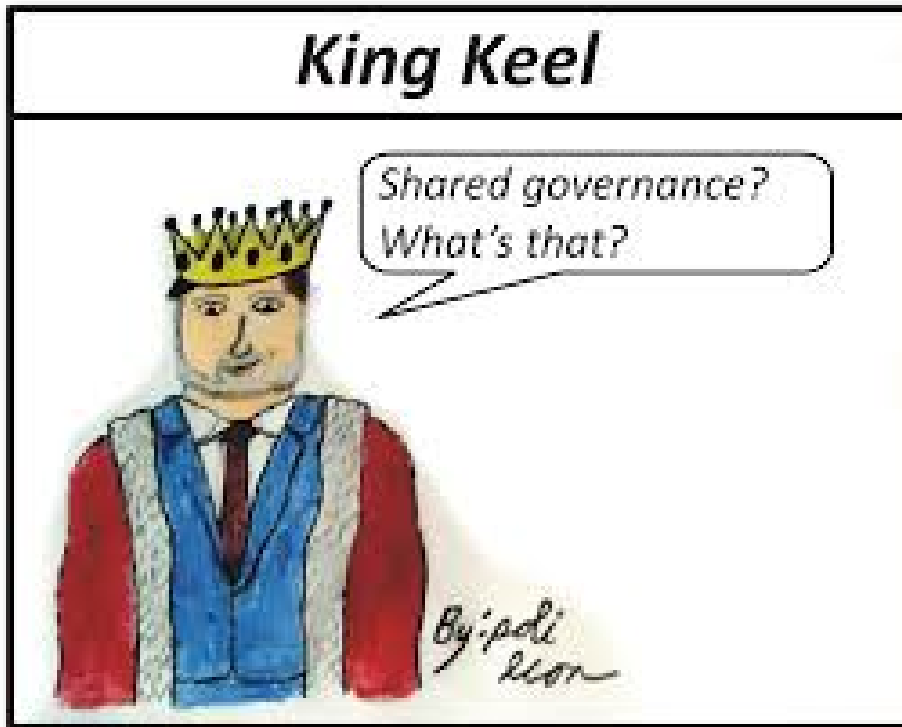
R	1992	2012			
		M and P	Russia	NRU	Others
Excellent	13	48	41	39	43
Good	67	44	51	51	50
Fair	20	7	7	9	6
Poor	1	1	1	1	1

- More people believe they have an adequate training for teaching and research
- People in Education are the most optimistic;

Reasons to stay at a university

	1992	2012
Income	20	40
Resources for research	25	40
Academic reputation of institution/department	86	46
Academic cooperation among colleagues here	83	41
Region in which this institution is located	78	68

Governance model

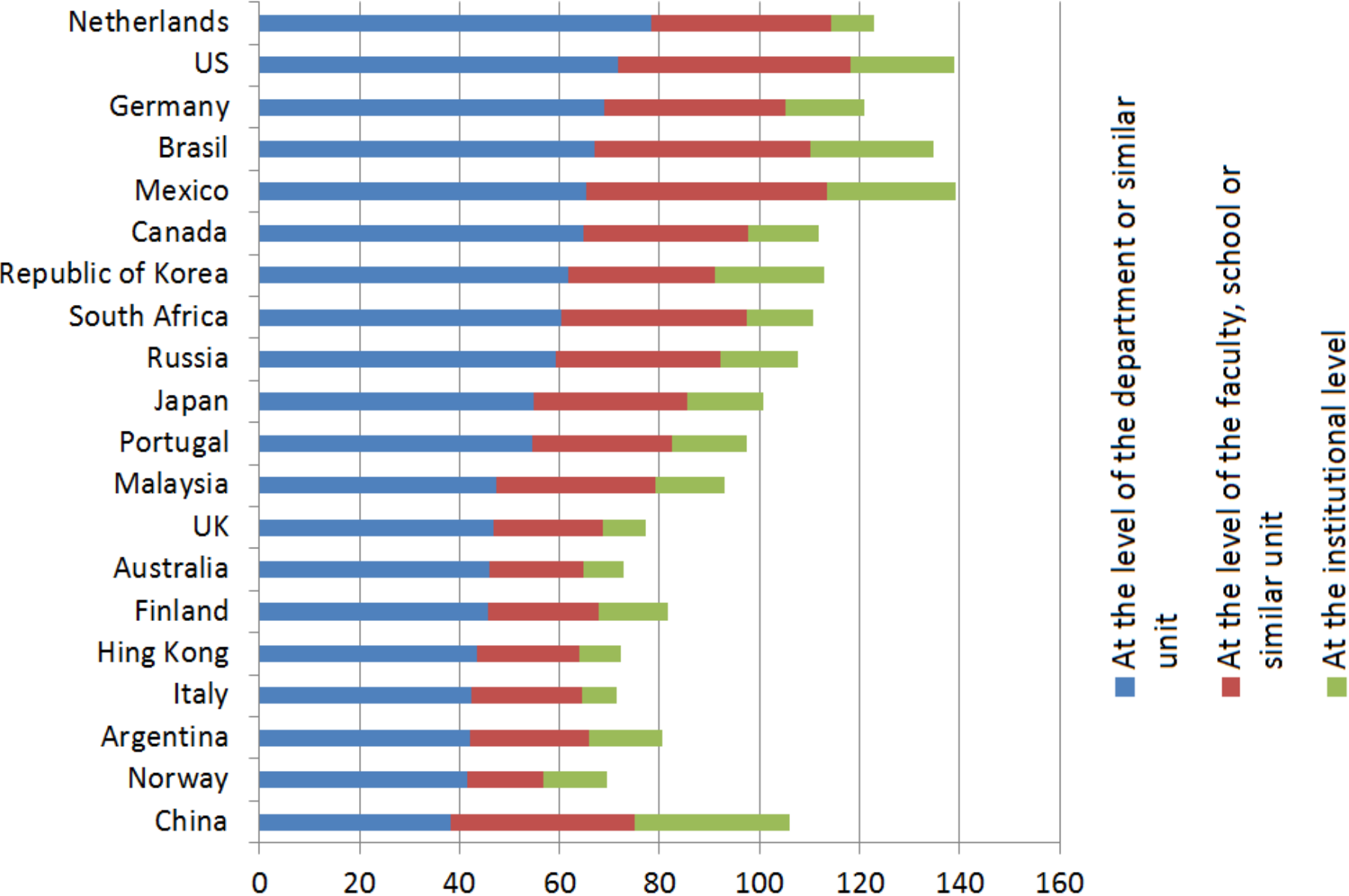


Stable role of different actors in decision-making

Stable (rather small) role of faculty in helping to shape key academic policies at the *Chair (Department), School* or *University* levels

Personal academic rank as an important factor

Faculty influence in decision-making



Who evaluates?

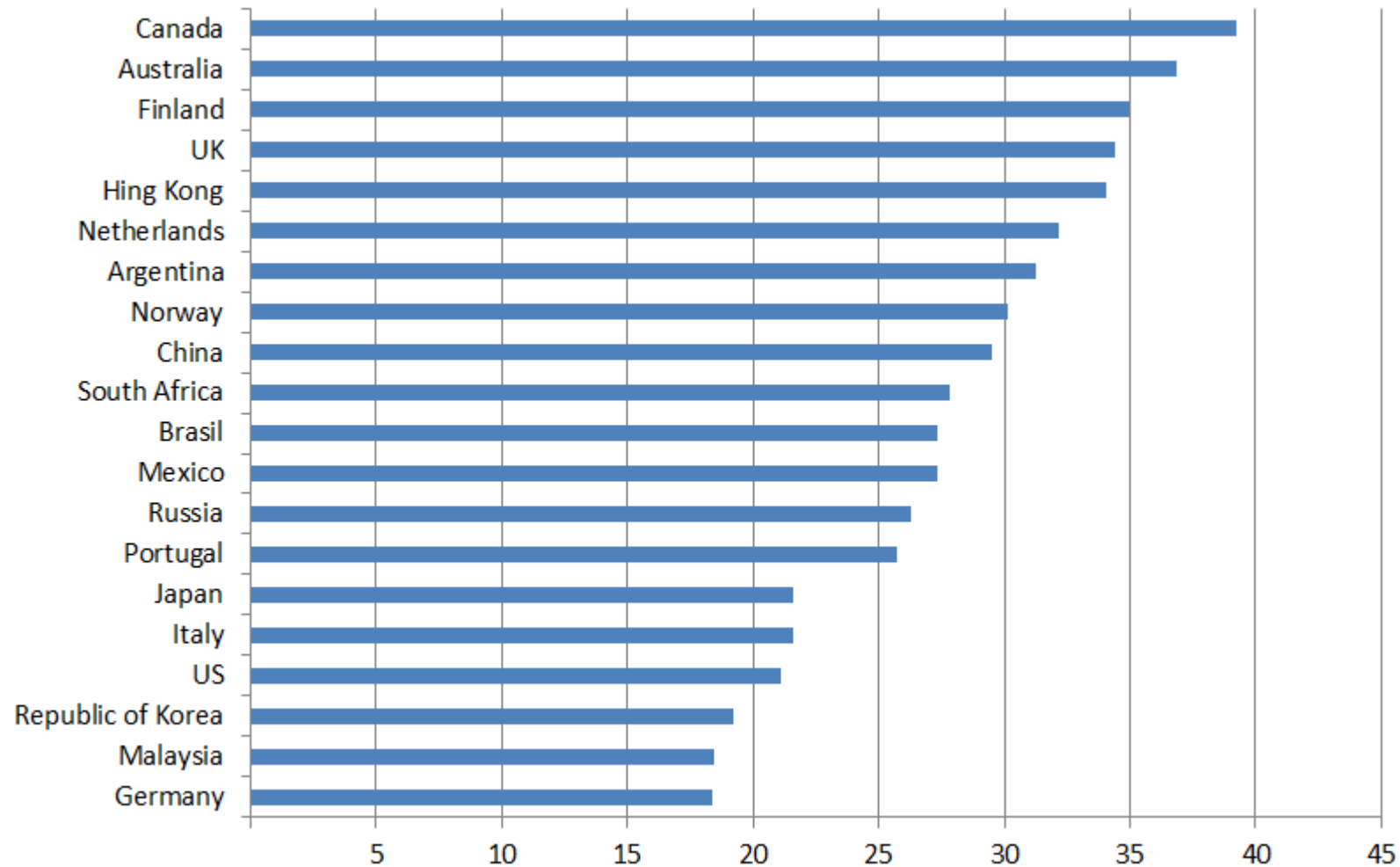
	Teaching		Research	
	1992	2012	1992	2012
Your peers in your department or unit	20	84	15	59
The head of your department or unit	47	80	25	75
Members of other departments or units at this institution	9	40	8	53
Senior administrative staff at this institution	13	58	10	51
Your students	40	86	2	18
External reviewers	3	25	24	77

«High expectations to increase research productivity are a threat to the quality of research»?

	1992	2012
Agree	9	50
Neutral	38	30
Disagree	53	20

Many people believe the increased expectations of high research productivity are harmful for the research

«High expectations to increase research productivity are a threat to the quality of research»?



Views on priorities of higher education

	1992	2012
Preparing students for work	60	45
Promoting scholarship and research	52	49
Preserving the cultural heritage	40	41
Protecting free intellectual inquiry	37	32
Helping to resolve basic social problems	23	33
Life-long learning for adults	13	19
Strengthening the nation's capacity to compete internationally	10	47
Educating students for leadership	8	9

Conclusions

- Governance models are stable and do not assume active involvement of faculty into decision-making
- Academic norms are not research-supportive