

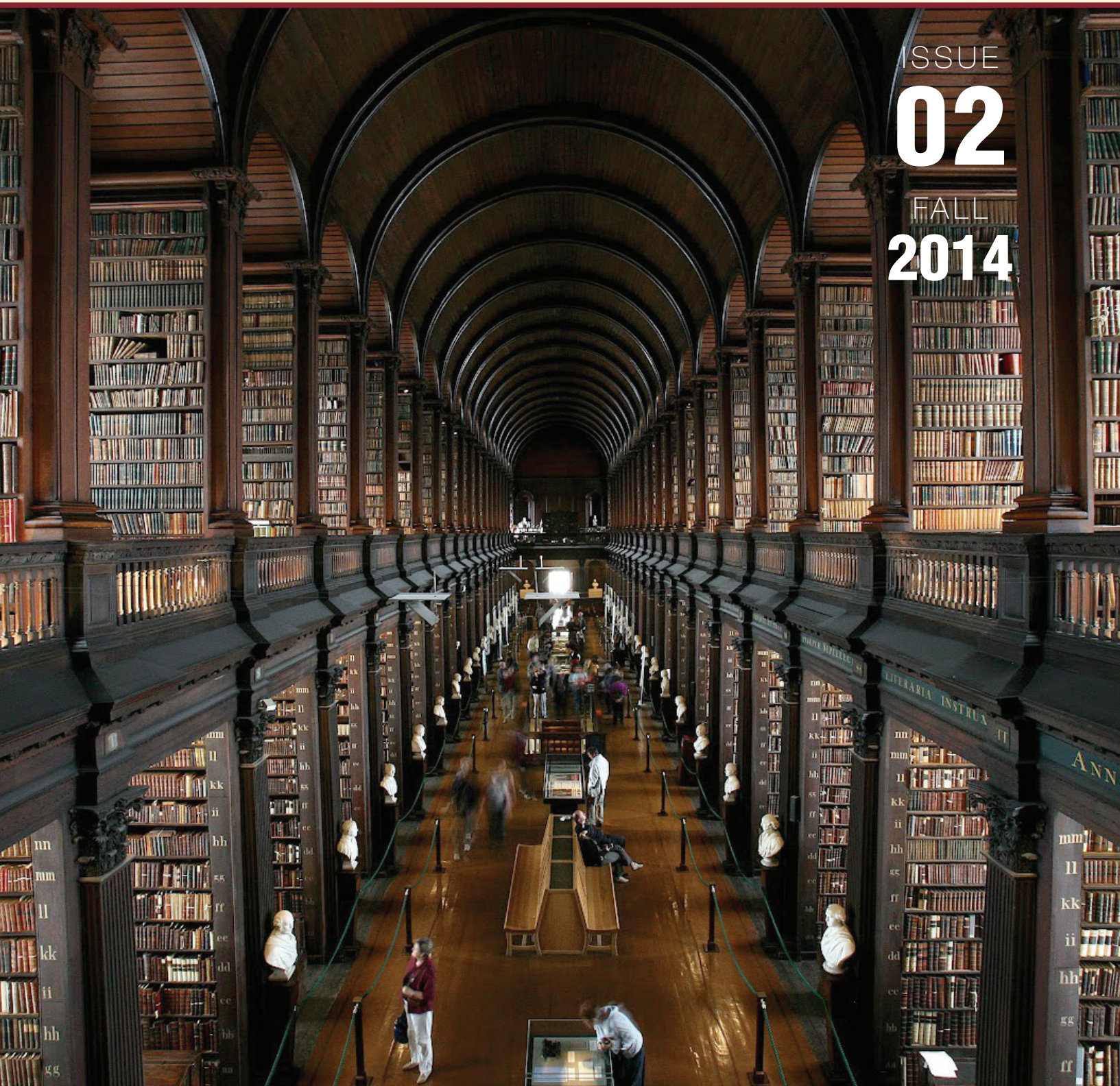
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Academic Profession: Challenges of Transformation

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Teaching and Research: The Typology of Russian University Teachers' Secondary Employment

**Yana Roschina - PhD, associate professor
at the Department of Sociology
at Higher School of Economics, yroshchina@hse.ru**

Combining teaching and research at higher education institutions can be both fruitful and problematic at the same time. On the one hand, university teachers need to find time to do both; on the other hand, research helps them accumulate human capital that is beneficial to their teaching skills. One should also bear in mind that those who work at HEIs in Russia often show high flexibility in terms of their employment: they perform professional duties of different types, participate in or initiate research projects with a limited time frame, do grant work, write papers and books, etc. In our research, we offer two typologies: one focused on the kinds of secondary employment, the other one – on university teachers' researcher style (either "diversification"-oriented or more "specialised"). Our hypothesis is that different types will be prevalent in different universities (public or private, those based in Moscow or in the regions), and that teachers will also differ in terms of their publishing activity depending on their "professional profile".

Our research is based on the Economics of Education Monitoring data for the period of 2010-2013 by Higher School of Economics. Over 1000 university teachers across all Russia are surveyed annually as part of the monitoring. We will only analyse the responses of those staffers for whom teaching is their main occupation. On the whole, there were 3474 such respondents in 2010-2013. 63% of them were women; 51% were over 40. There were fewer women staffers and young employees in Moscow; no age- or gender-related differences were detected between public and private HEIs. 8% of our respondents held an advanced post-PhD degree ("doctor of sciences", equivalent to the German "Habilitation"), 45% had a PhD (or "candidate of sciences"); in Moscow the figures were 13% and 58% respectively, in private institutes – 5% and 37% respectively.

The Typology of Secondary Employment

The share of staffers involved in any kind of (paid) secondary employment decreased from 69% in 2010 to 55% in 2013. Most of them took additional teaching positions: 30% at public universities, 16% at private universities (2013 data). Nearly one out of five also worked as private tutors, another 16% taught at other, non-degree educational programmes. Conducting paid research as a form of income is less common: 19% of the respondents were paid for writing articles or books, 17% participated in grant research projects, 10% received individual research

grants, and 9% provided other private services unrelated to teaching. No more than 5-6% of the respondents stated that they had their own business or were employed at other research institutes, centres or state organisations where they had nothing to do with teaching.

K-means cluster analysis of the different types of secondary employment as variables allowed us to split the respondents into four groups depending on their employment structure. Group's number 1 and 3 are teaching-oriented in terms of secondary employment. Those who fell in the first group teach at state universities (31%), private universities (46%) or other educational programmes (66%), i.e. their strategy can be called "diversifies teaching". Those in group 3, on the other hand, manifested a "centralisation" strategy: 64% of them teach at state HEIs, 46% work as private tutors. Members of both groups rarely do research to increase their income.

Groups 2 and 4 can, unlike the previous two, be called research-oriented. Yet if all those who fell in group 2 actually earn money by writing articles, books, etc., the situation in group 4 is completely the opposite. Moreover, nearly none of the latter takes up teaching as their secondary employment, while among the former it is rather common (25% of those in group 2 teach at state HEIs and 18% -at private HEIs, 12% also work as tutors).

There are some discrepancies between HEIs. For example, those whose main job is with a private university are more teaching-oriented, while those at state universities are more research-oriented. In Moscow, 26% of all staffers choose to enhance their income by writing articles in books; in other regions, this is only true for 12% of the respondents. On the other hand, such forms of secondary employment as teaching at state universities or tutoring are more common in the regions (36%) than in Moscow (23%).

Professional field is one of the factors that determine the type of secondary employment. Those specialising in social sciences often go for "diversified teaching", language instructors prefer tutoring; those who specialise in humanities manage to earn by publishing articles and books, while in natural sciences and engineering it is common to do unpaid research.

Research Typology

The share of staffers who said they had participated in research projects in the two years prior to the survey grew from 78% to 82% in 2010-2012 but fell back to 77% in 2013. Doing research is less common among the employees of private and regional universities, as well as universities providing education in the sphere of culture and arts, and more common in medical and pedagogical HEIs (over 85%). Those involved in research either participate in team projects or work their own; most of their research (39%) is conducted within the university of their primary affiliation. Such a form of secondary employment is more common in state university rather than private ones, and more often practised in Moscow rather than in the regions. 15% of the respondents (especially at public universities

and in regional HEIs) have a steady contract at their university's research department. Having a stable job in research at another HEI or other type of organisation is less common (5.5%). Nearly 10% of the respondents have participated in a research project conducted at another HEI or financed by a research council, 6% have received individual grants. 11% of the respondents from state universities (versus less than 5% in private HEIs) and 14% of the Muscovites (versus less than 8% in the regions) had participated in research commissioned by ministries or other public authorities and state organisations.

Cluster analysis helped us group the respondents into four categories. The most numerous one (48%) consists of those mostly occupied with individual research; they rarely participate in team projects or take official part-time employment as researchers (only 36% of them received grants from their universities, 9% – from other HEIs; 8% were commissioned to do research by ministries or other state bodies). All of these people published articles or manuscripts. They can be called “individualist” researchers.

The smallest group (10.4% of the respondents) consists, on the other hand, of people actively involved in various kinds of research work, including participation in team projects or working as a part-time researcher at their own university. Nearly 90% have carried out individual or team projects at their university or received external grants; they are also active in terms of publications, so they can be called “diversified researchers”.

Third (16.2%) and fourth (25.3%) categories consist of those who are mostly only involved in research within their own universities; the former hold part-time researcher positions, while the latter participate in research projects but don't write any articles on their own. Therefore these two groups can be called “well-organised researchers” and “occasional researchers”.

The share of “well-organised” and “individual” researchers is nearly the same in both state and private universities. There are more “occasional” researchers at private HEIs (31% vs 24% at public HEIs), while “diversified” researchers can more often be found at public HEIs (11% vs 5% at private HEIs). Our assumption is that public universities offer their employees more opportunities in terms of research: they initiate their own project and have their own labs; moreover, they usually have better reputation, which helps researchers when competing for external grants. Nearly no differences have been observed when comparing Moscow-based and regional universities, though in general there are slightly more “individual” and fewer “occasional” researchers in Moscow. There are more “individual” researchers in social sciences, “diversified” researchers in natural sciences, and “well-organised” researchers in engineering, which is due to the peculiarities of analytical work in different fields: for example unlike social sciences, where one can easily work on their own, natural sciences and engineering often require access to a specially-equipped lab and intense professional communication.

Age- and gender-related discrepancies between the types are virtually non-existent. However, there are quite some differences between those who never completed a PhD and all the rest. The latter rarely get involved in “occasional” research; they have more opportunities in terms of work diversification and participating in “well-organised” research. They also often choose to be “individual” researchers. Those who don't hold a PhD degree are obviously in a disadvantaged position; they are often involved in “occasional” research, i.e. participate in projects conducted at their universities, but don't publish any articles.

Type of Employment as a Factor of Publishing Activity

Research performance can be objectively evaluated through publications. Those who manage to publish their articles in peer-reviewed journals contribute to their universities' reputation on the whole. It is publications, not reports that make research results visible for broad audience. According to available data, the share of university teachers who had at least one publication within a year prior to the survey has been growing significantly: 60-64% of the respondents had had at least one publication in national or university journals in 2010-2012, and in 2013 their number grew to 78%. Among those engaged in some kind of secondary employment, the highest publications rate was of course in the group of those who got paid for their texts: in 2013 they had, on average, 5.7 journal articles per person versus only 3.6 articles in the teaching-oriented categories (numbers one and three). It is more interesting to see what kind of “professional profile” is more productive in terms of publication. For example, “diversified” researchers had 5.7 journal articles per person per year, “well-organised” – 3.9, “individual”- 3.6, “occasional” 2.9. In other words, participation in various projects and receiving funding from different sources enables researchers to publish more.

Conclusion

Our analysis has confirmed the original hypotheses: 1) university teachers' secondary employment and research work can be divided into clusters depending on the type of their specific activities; 2) the choice of this or that particular style often depends on the type of university and one's professional specialisation; 3) the number of publications varies significantly among the researchers belonging to different categories.

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