

CONTEMPORARY HIGHER EDUCATION AND THE ROLE OF A UNIVERSITY TEACHER: Modern Challenges and Solutions

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Collaboration work

**Teachers on the Move: Understanding
the new model of Virtual Mobility
through the case study of a Russian
University**

Wadhwa R., Opfer E., Shcheglova D., Garmonova A. //
Higher Education for the Future. – 2024. – P. 1-19





Who we are?

Lab “Professional strategies of the university teachers”



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Activities and results

RESEARCH PROJECTS

"Russian Postgraduate education: early growth" (2018-2020)

"The Landscape of Master education in Russia" (2021-2023)

"Professional strategies of Russian university teaching staff" (2023-2025)

4 BOOKS
for 5 years



25

Papers
In 5 years

3 mass surveys of
students and academic
staff

50+

Russian Universities
research field and
data recourses

3000+ students

5000+
academic teaching staff

Aanalytical (policy) briefs

60

Russian regions involved
In research activities

HIGHER EDUCATION AND THE ROLE OF A UNIVERSITY TEACHER

- General situation international statistics
- Case of Russian Higher Education

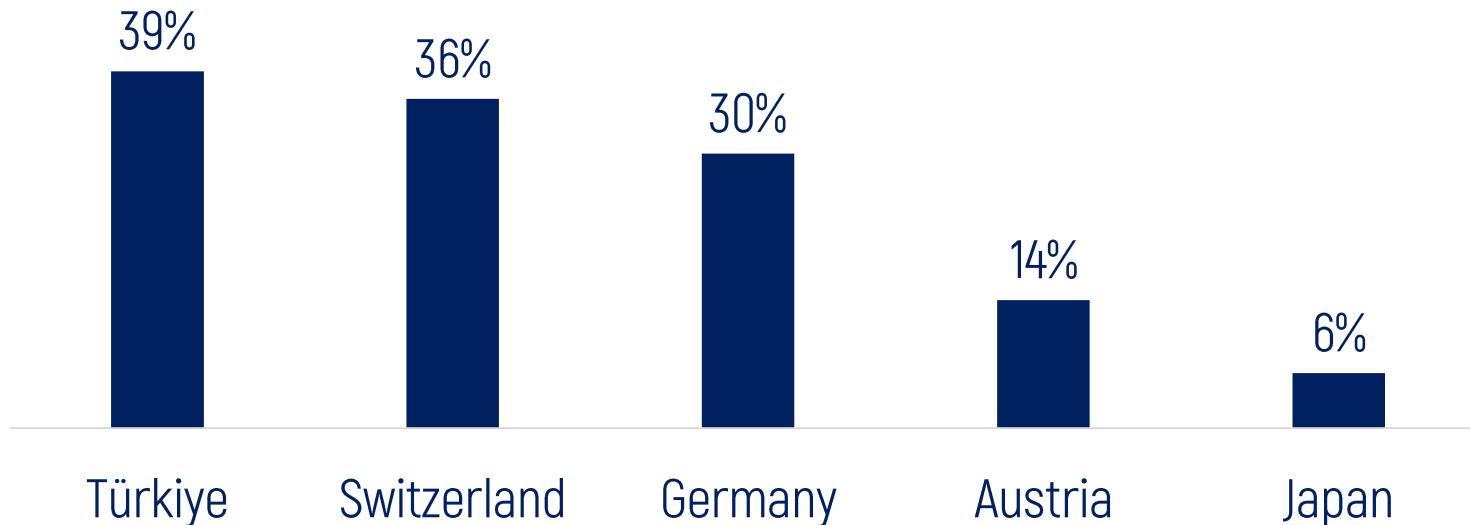
DO YOU WANT TO BE A UNIVERSITY
TEACHER/FACULTY MEMBER?
AND WHY?

Ask yourself 😊

INTERNATIONAL CONTEXT

Top-5 countries with the most extensive growth in the number of university teaching staff (OECD countries)

Growth in the number of university teaching staff
2013-2023(%)



INTERNATIONAL CONTEXT

Number of students per teacher, Tertiary education (OECD countries)

Top 3 Countries with the Highest and Lowest Student-to-Faculty Ratios in Higher Education

Country	Number of students per teacher	Country	Number of students per teacher
Greece	49,0	Sweden	10,1
Colombia	27,7	Norway	9,4
Türkiye	14,2	Luxembourg	4,4

*Medium rank is 12,5 students per teacher

Trends

1..

KEY POLICY ISSUES

1

Growth in the number of university teaching staff is a result of the education policy

The size of the academic teaching body expands in line with growth in student enrollment.

2

This parallel increase is a function of the growing number of higher education institutions, the trend towards mass higher education, and initiatives to recruit international students

What about support?

A FEW WORDS ABOUT INDIA

All India Survey on Higher Education (AISHE).

1.6 millions

(15.98 lakh) University teachers

- Pupil teacher ratio (PTR) for Regular mode is **24**
- For both Regular & Distance mode together, PTR is **28**

WHAT TO READ

"Work-Life Balance and Gender Differences: A Study of College and University Teachers From Karnataka"
SAGE Open, 2021.

Impact of talent management practices on the motivation of academic employees in selected private universities in Haryana, India" (2022, International Journal of Human Sciences).

"Women in Higher Education: Are They Ready to Take Up Administrative Positions?—A Mixed-Methods Approach to Identify the Barriers, Perceptions, and Expectations"
SAGE Open, 2020

University teachers

Case of Russia



Higher Education in Russia

75%

Of HEI are State Universities

HEIs' types

	Share of all students
898 State Universities	89%
308 Non-state (commercial)	11%

Different multy-level HEI system

Industry Universities
Comprehensive Universities (multidisciplinary, "classic")
National research Universities
Federal Universities
Universities of applied sciences

HE coverage

Bachelors (4 years)
Specialists (5 years)

57% of population (25-64)
(OECD)

3 783 039

Bach. + Specialist students

Master programs (2 years)

25% of population (25-34) (OECD)*

585 406

Master students

* the second place among OECD countries at 2021

BASIC TERMS

1. Teaching Faculty = Academic Staff = Faculty=Academic teaching staff.
2. Administrative Burden or Administrative Load.
3. Career development paths - ...

Russian university faculty blend the duties of a **traditional lecturer, an instructor, and a scientist** (driven by publication requirements).

While different career paths are only found in local practices of some top-universities

CONTEXT/BACKGROUND

EDUCATION POLICY

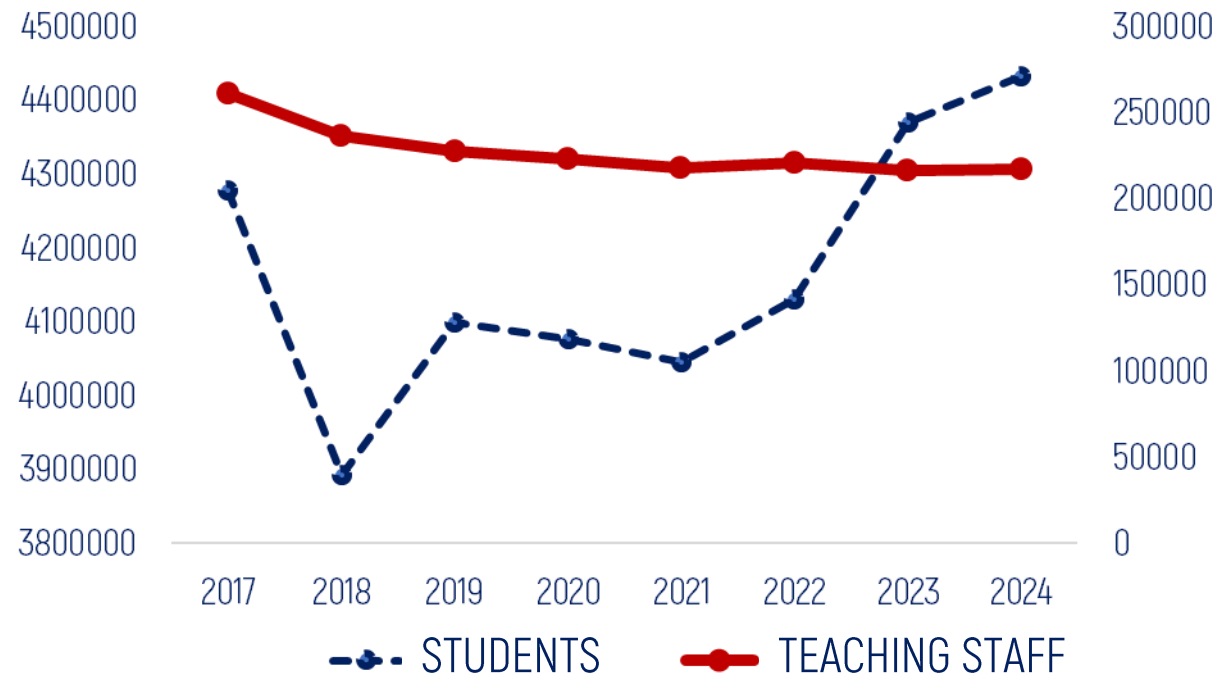
The development of a faculty support system is the responsibility of each university, guided by its strategic vision and resource capabilities

The 2036 Education Development Strategy (Extending to 2040): Placing Higher Education Faculty at the Core

Technological leadership of the Universities – new skills, project approach, networking with the industry (for the purposes of achieving technological sovereignty).

CONTEXT/BACKGROUND

TEACHING STAFF AND STUDENTS



2017 16 students per teacher

2024 21 students per teacher

2017-2024

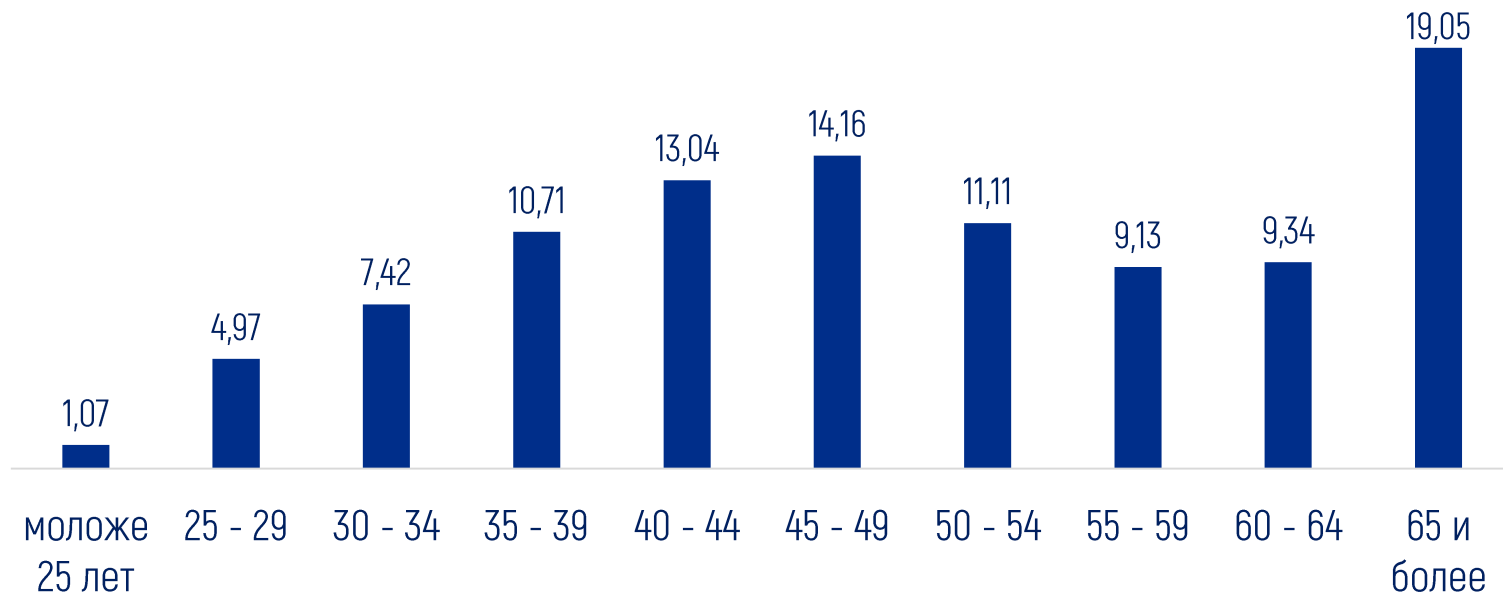
17% Decline in the number of teachers

+2,5% increase in the number of students

CONTEXT/BACKGROUND

TEACHING STAFF AGE GROUPS

2024

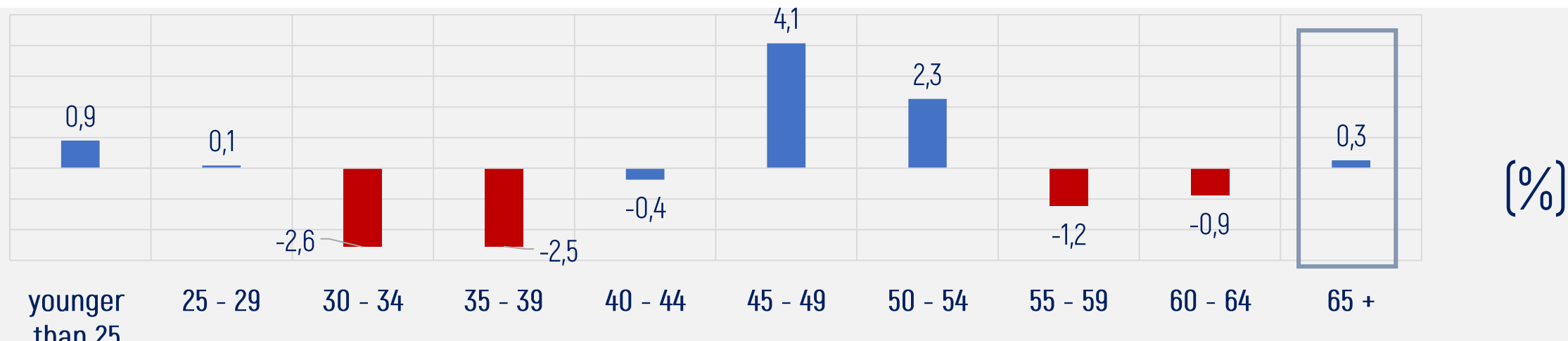
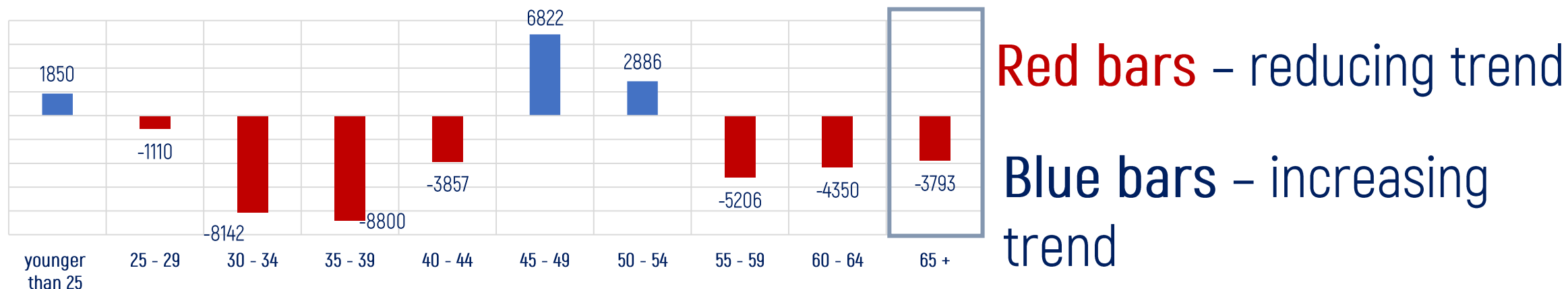


Возраст ППС, %

demographic
"holes"

Official statistic trends

2017-2024 Age groups of the academic teaching staff



Core Challenges

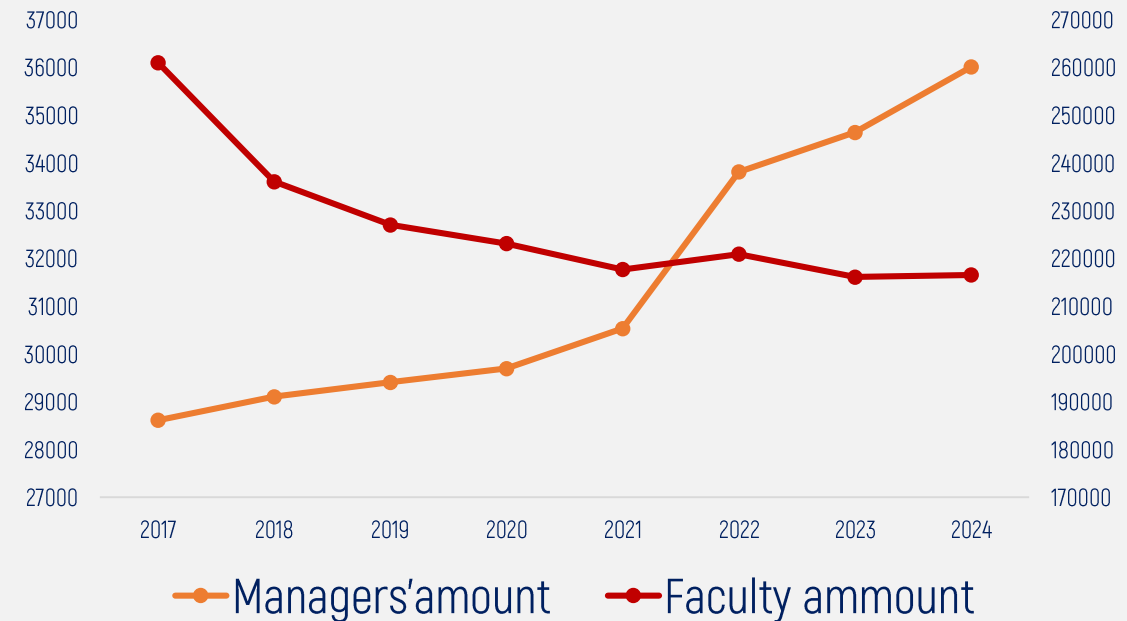
Faculty Shortage: An increasing number of administrators and a decreasing number of faculty, resulting in a higher administrative load for remaining staff

Aging Faculty Demographics. + The lack of a clear incentive and growth structure, particularly for addressing the needs of diverse age groups.

Deficient Motivation and Career Development

There is no established mechanism for recording requests for new competencies and desired career development paths among academic teaching staff

Trends in the Number of Teaching and Administrative Staff at Universities (2017-2024)



Managers – i.e. administration of the universities and their departments (most of them are both managers and teaching staff)

Materials and methods

Data collection

Mass survey 2024

Sample

22 Universities, 4600 academic and teaching staff from 22 regions of Russia

Questions (indicators)

Volume and structure of the university teachers' employment

Professional trajectories

Skills

Academic mobility and R&D

Data analysis

Descriptive analysis, crosstab,
Indexes

Line regressions

Cluster analysis

Research questions

- 1 COMPETENCIES: WHAT GAPS AND UPSKILLING METHODS HAVE BEEN IDENTIFIED AMONG FACULTY / TEACHING STAFF?
- 2 WHAT CAREER PATHS DO RUSSIAN UNIVERSITY TEACHING STAFF PURSUE?
Liner or non-liner career development paths

Some insights from the survey

CAREER PATTERNS

1

The most common career pattern for Russian university teachers involves

- a moderate workload (teaching plus grant-based research),
- low mobility (limited conference participation, resistance to job changes or remote work),
- and a linear career track (education, employment, and doctoral defense all within the same institution).

SYSTEM OF THE DIFFERENTIATION CAREER PATHS – INSTRUCTOR,
RESEARCHER OR MANAGER

Some insights from the survey

COMPETENCIES

(based on self-assessment and stated experience in various types of research and methodological work)

2

A lack of competencies in the field of IT
(working with data, using specialized
software, using AI services, digital
communication and content creation).

A significant lack of experience in
entrepreneurship, leadership skills, and
working in diverse teams.

New teaching methods instructional design

Some insights from the survey

PROFILE OF A TYPICAL FACULTY MEMBER IN RUSSIA

3

DEMOGRAPHICS: Female, 40-64 years old.

POSITION & INCOME: Associate Professor; income covers basic necessities.

ATTITUDE TO WORK: Values job and income stability, no plans to leave/change the position

PROFESSIONAL DEVELOPMENT: Engages in free in-house training every two years to partially address skill gaps.

TEACHING & RESEARCH: Employs standard teaching methods (lectures/seminars); low publication rate.

Career Ambitions: No career aspirations; occasional grant participation; avoids professional competitions.

Technological leadership for the Universities

National Action Strategy for
Technological leadership

Demands for academic teaching
staff

- Project work
- Team Work
- Networking
- High rank publications

Problem of emotional and
professional burnout

