

**"Higher Learning, Better Goods? In
Search of Higher Education Social
Effects and Civic Mission of
Universities in Russia"**

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Motivation

In comparison with many developed and developing countries, Russia can be considered a specific case, with two contradictory trends observed during 1990th and 2000: increasing number of students and population with higher education and decreasing level of social welfare (OECD 2012).

Examples: Social Inequality, Safety, Homelessness, Social support Network, Civic Engagement, Health, Life Satisfaction, Mortality rate from an Alcohol, Childbirth, Divorce.

The question is how to explain such a phenomenon on the level of universities and educational programs.

Three perspectives

- human capital perspective (McMahon 2009),
Education as a personal resource for the upward
mobility

- social capital perspective (Helliwell, Putnam
2001; Campbell 2006)

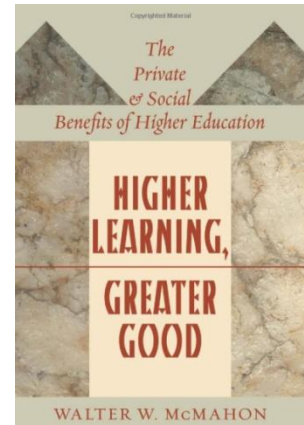
“Bonding and bridging”

- values studies (Jacob 1957; WWS).

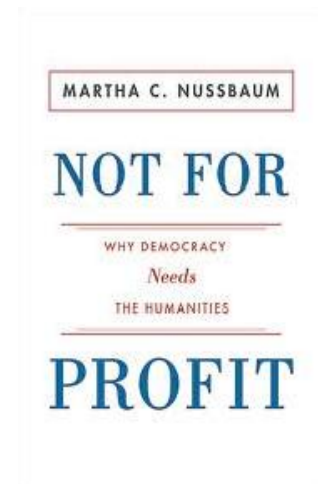
Education as a process of selection and formation
of values

Higher education effects

Walter W. McMahon **Higher learning, greater good : the private and social benefits of higher education.** Baltimore : Johns Hopkins University Press, 2009.

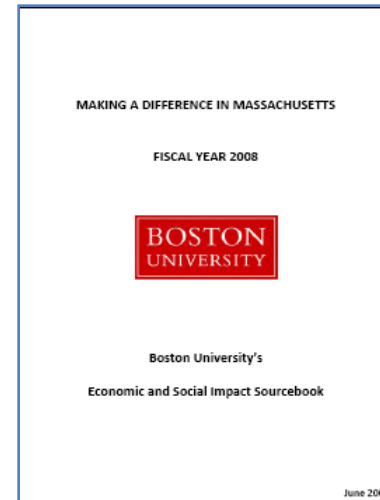
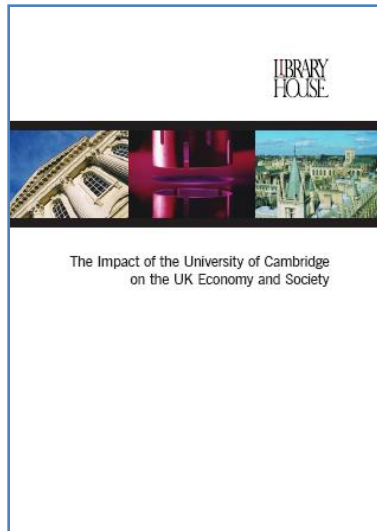


Martha C. Nussbaum **Not for Profit: Why Democracy Needs the Humanities.** New Jersey: Princeton University Press, 2010.



University and college impact

In 2005 Library House published a report on the Impact of University of Cambridge on UK Economics and Society



How to measure impact?

There are different domains of life but GDP | market production is the key measure of well-being. The meaning of education is reduced to the rate of return from investment.

Various Approaches to Measure Quality of Life:

- Subjective Well-Being
- Capabilities approach (opportunities)
- Better life Index
- Social capital and Community

Report by the Commission on the
Measurement of Economic
Performance and Social Progress

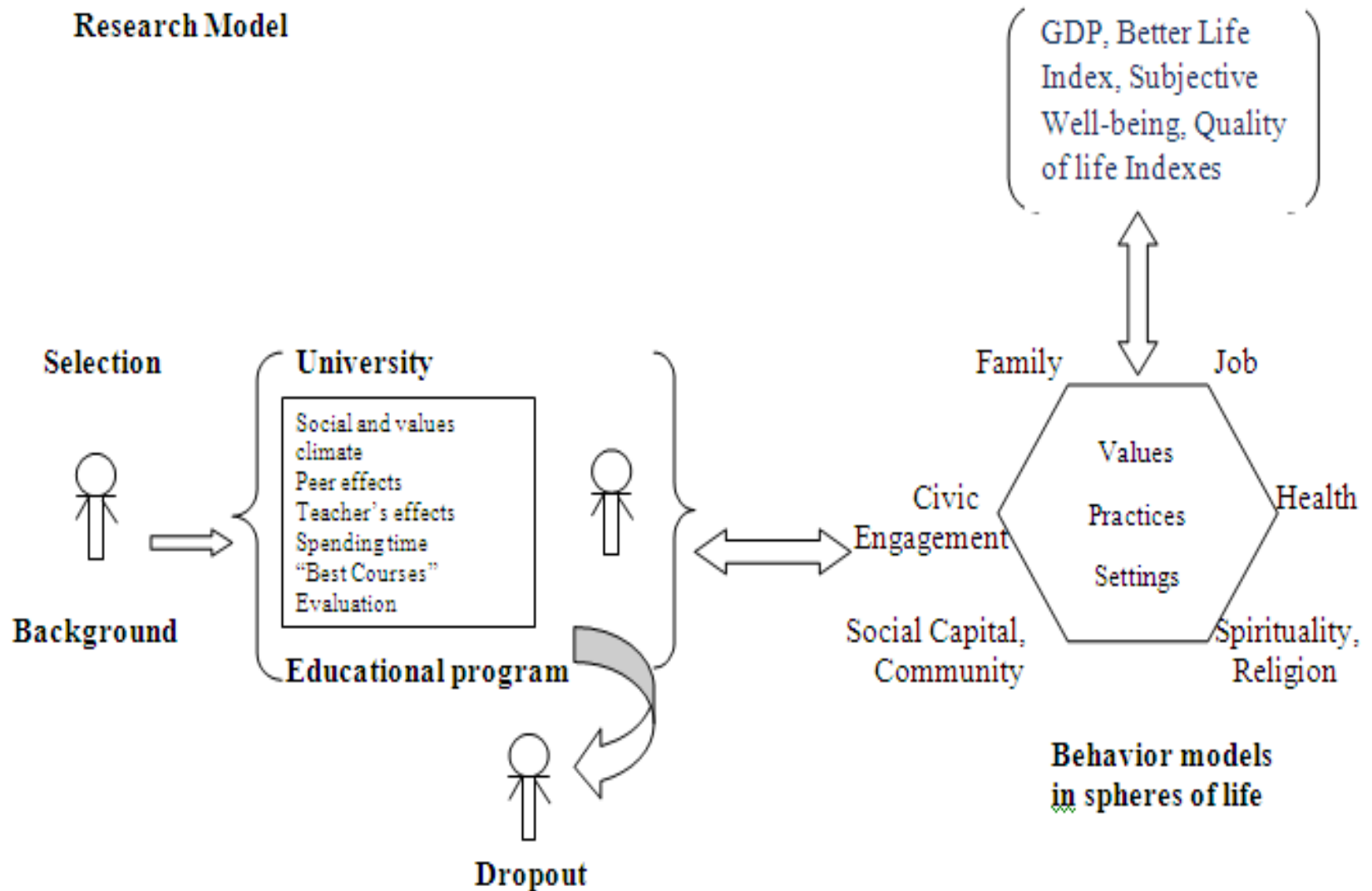
Professor Joseph E. Stiglitz, Chair, Columbia University

Professor Amartya Sen, Chair Adviser, Harvard University

Professor Jean-Paul Froussi, Coordinator of the Commission, IEP

www.igdp.columbia.edu

Research Model



Pilot Study

In 2011 two survey data were collected on students and graduates of one religious affiliated university.

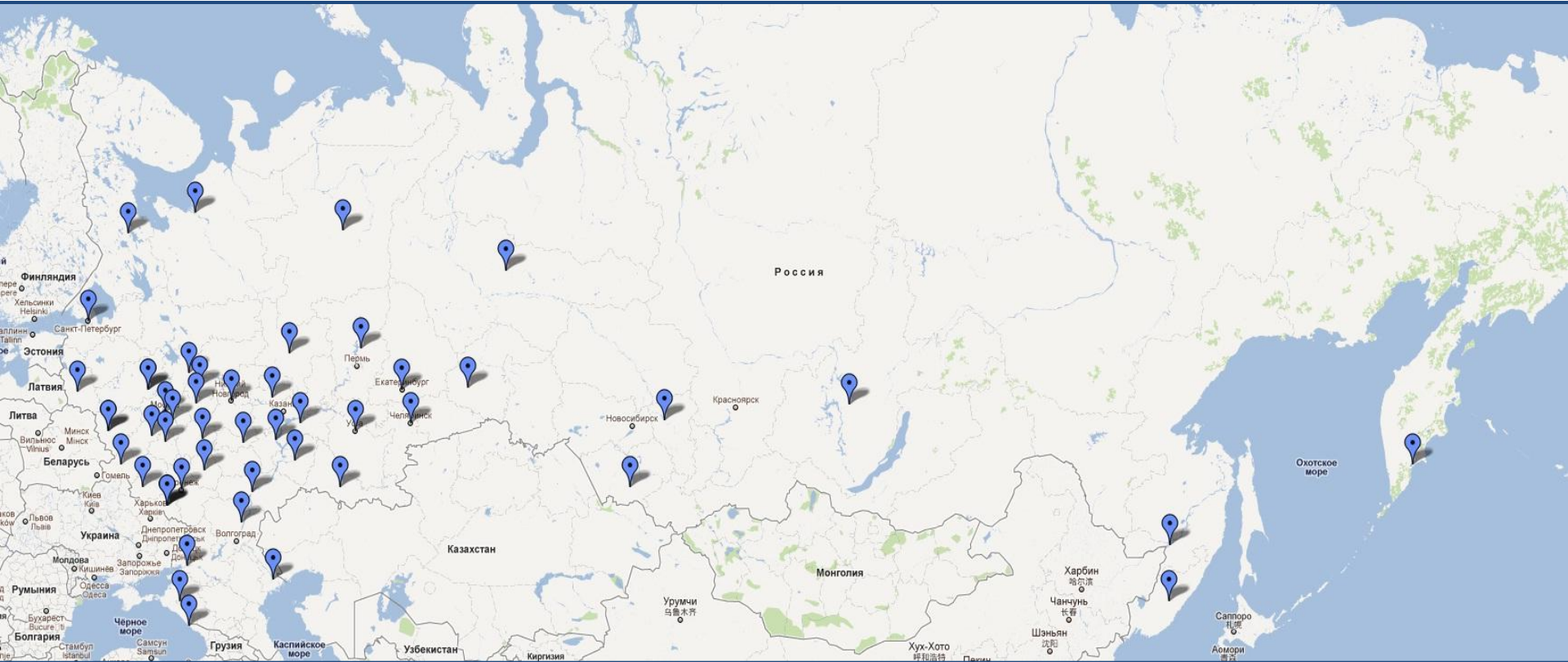
- 760 full-time students (75% of all full-time students)
- 850 Graduates by Online Survey (Survey Monkey) (28% of all graduates)

Questionnaire included :

- Core Values (WWS, 2006)
- Family Attitudes, Children Qualities (GGS, 2004; EVS, 2008)
- Job Values (EVS, 2008; ESS, 2010)
- Meaning of Patriotism (Levada, 2010)
- Social capital
- Health

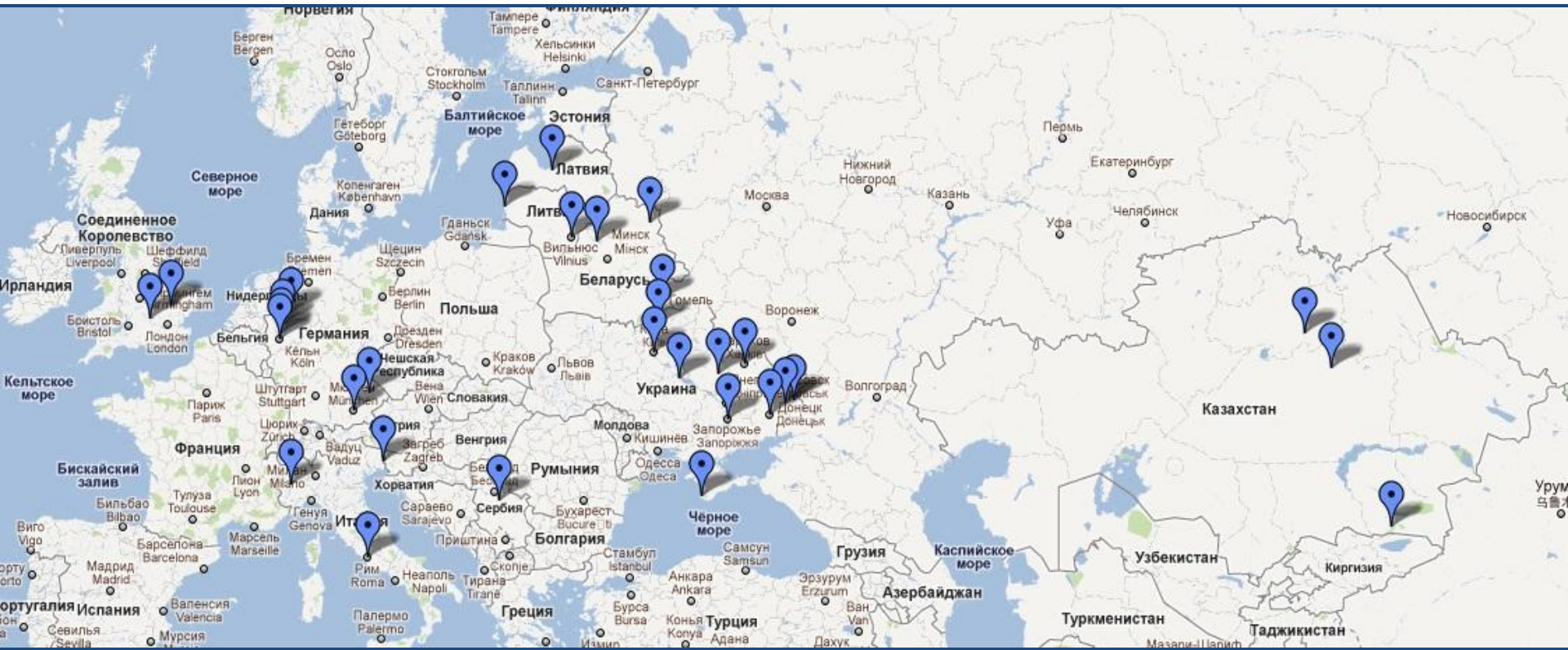
Results were compared with Russian-pole (for students controlled by age)

Map of Online Survey (Russia)



Major cities: Moscow, Saint-Petersburg, Yekaterinburg, Rostov on the Don, Ufa, Kemerovo, Tula, Kaluga.

Map of Online Survey (Other Countries)

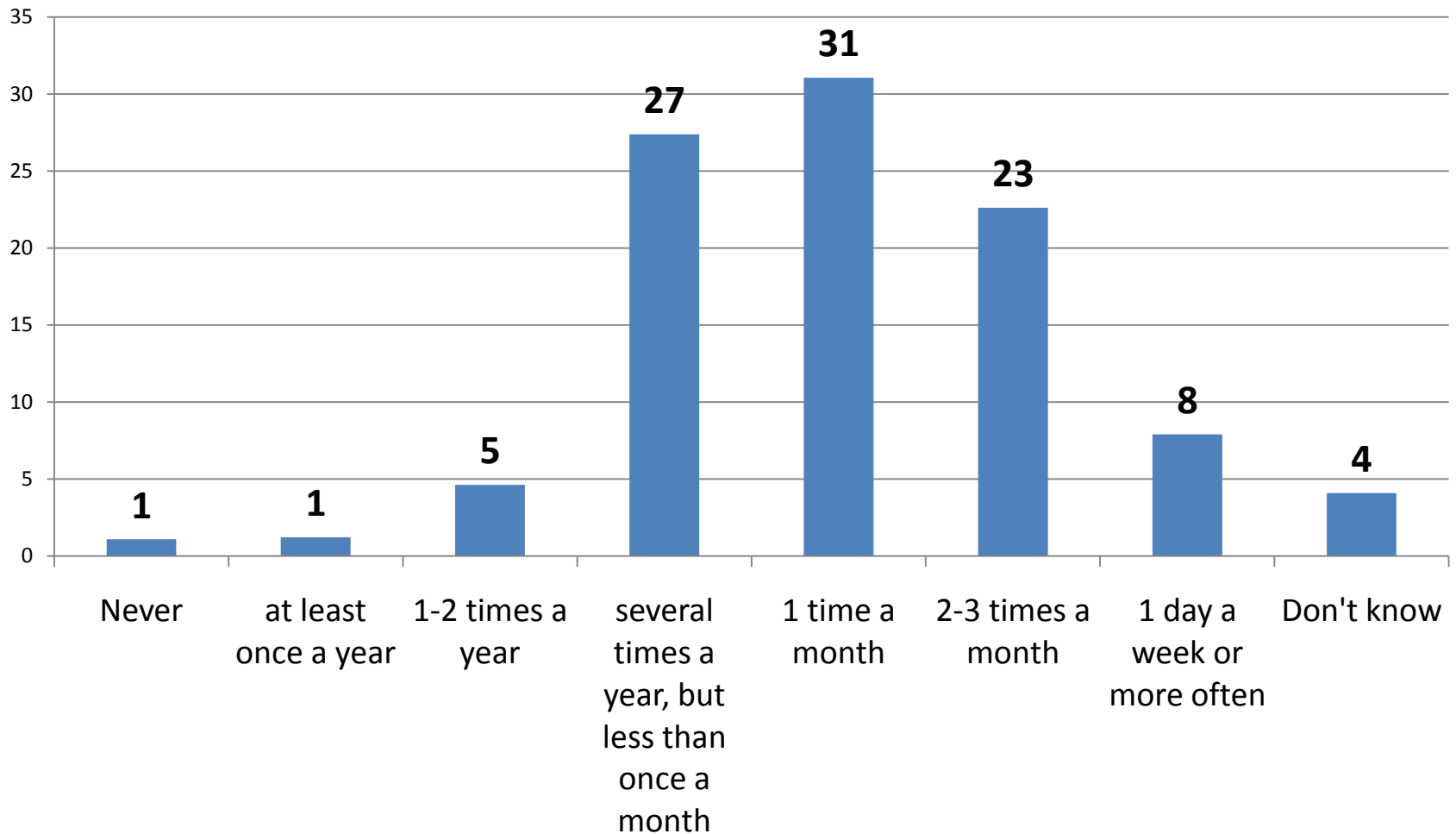


Countries: Ukraine, Germany, Kazakhstan, Belarus, Italy, Lithuania, GB

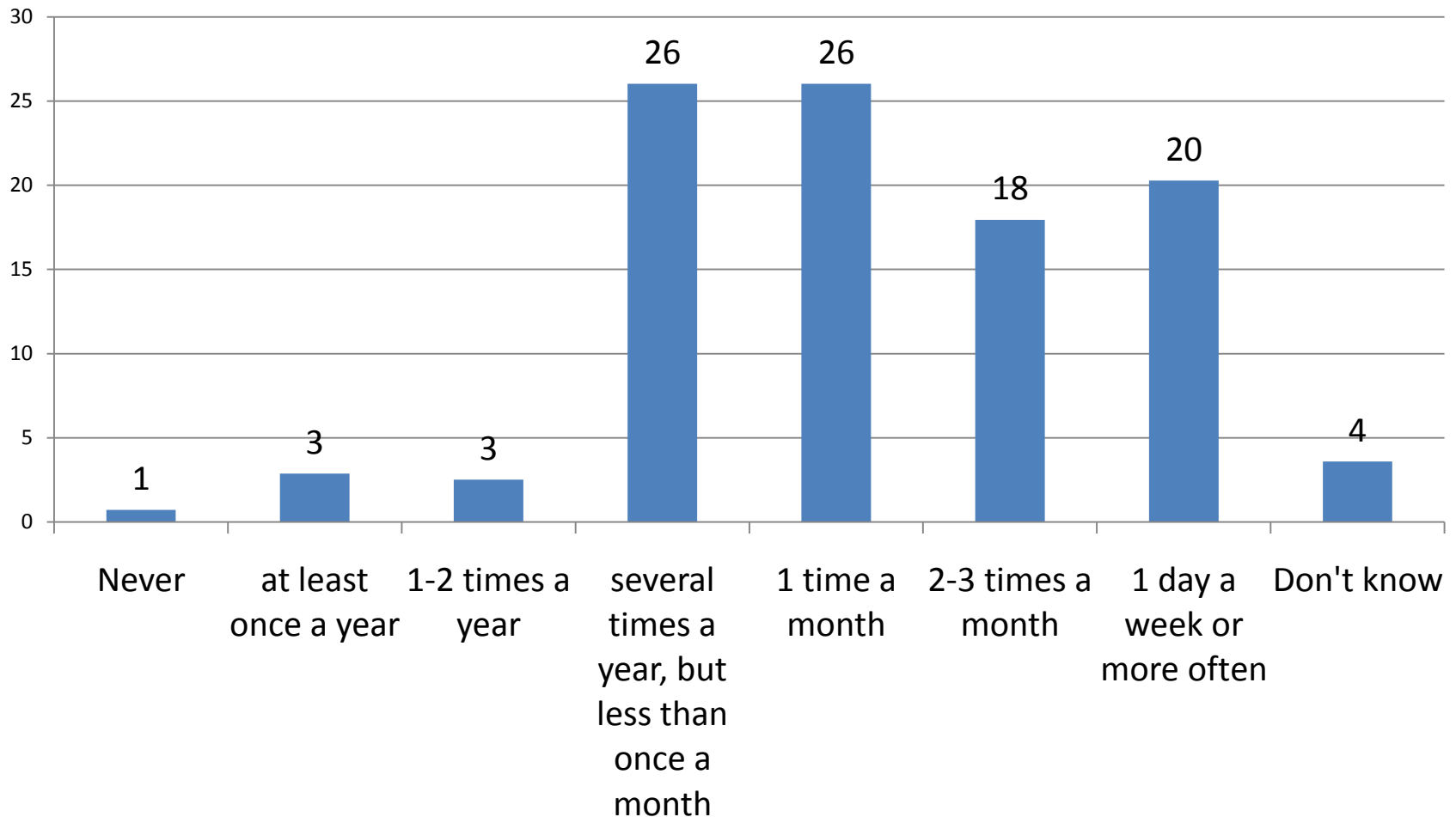
About University

- Founded in 1992 in Moscow by priest brotherhood.
- Accredited by State (at first time in 2004), State diploma
- Two campuses. 10 Faculties: Theology, Missionary, Church Arts, Sacred Music, History, Philology, Pedagogy, Social Sciences, Information Technology and Mathematics.
- No fees for full-time students
- Enrolled through NUE and Olympiads
- 1150 full-time students (in 2011 from 35 regions)
- 36% - men, 64% - women
- 2% of students have a priesthood
- More than 50% of graduates work in Education Sector (Teachers, Nurses), 15% - Libraries, publishing offices, 15% in regional Eparchy offices, 15% in Media
- 25% of graduates have Families with more than 3 children (In Russia – 7%)

How often do you receive Communion? (Students, 2011)



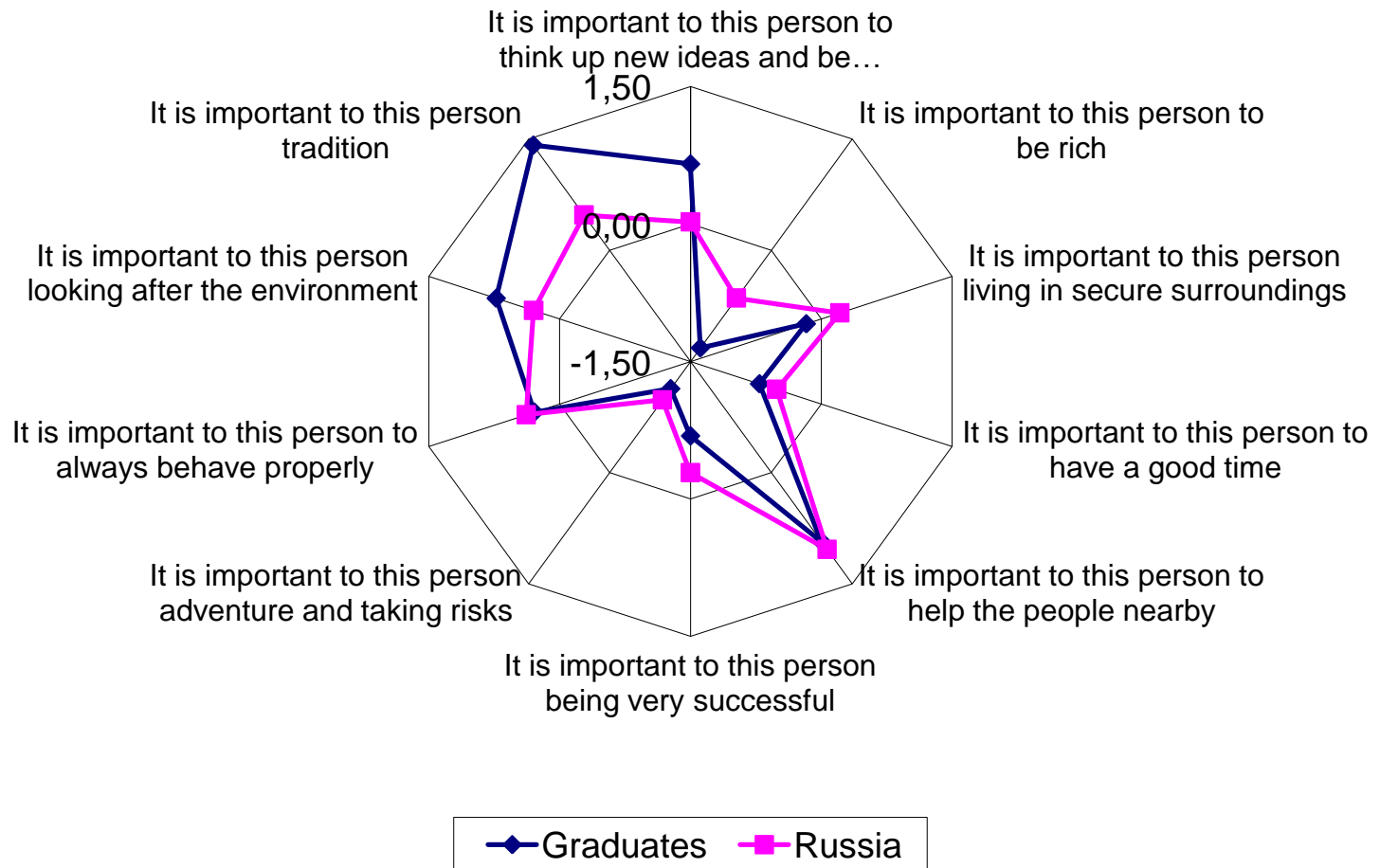
How often do you receive Communion? (Graduates, 2011)



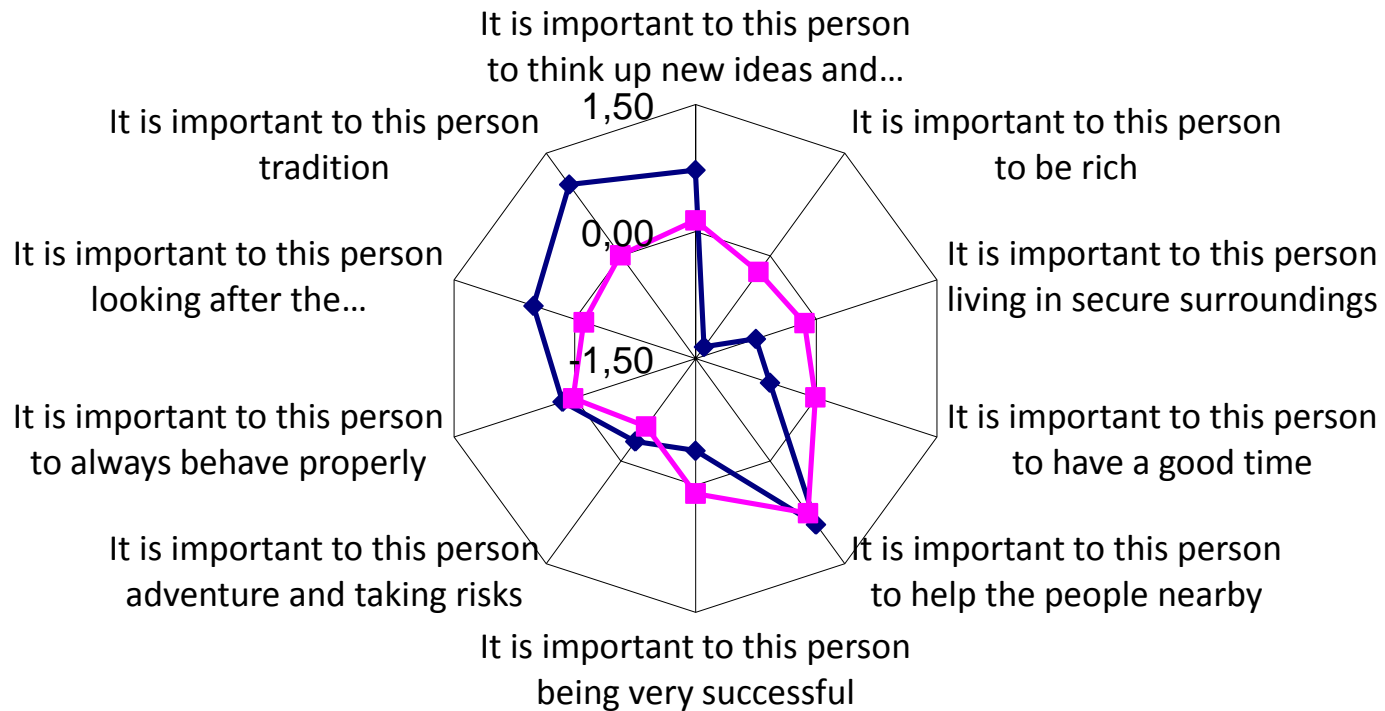
Structure

- Core Values
- Family Attitudes, Children Qualities
- Job Values
- Meaning of Patriotism
- Social capital
- Health

Core Values (WWS, 2006; Graduates, 2011)

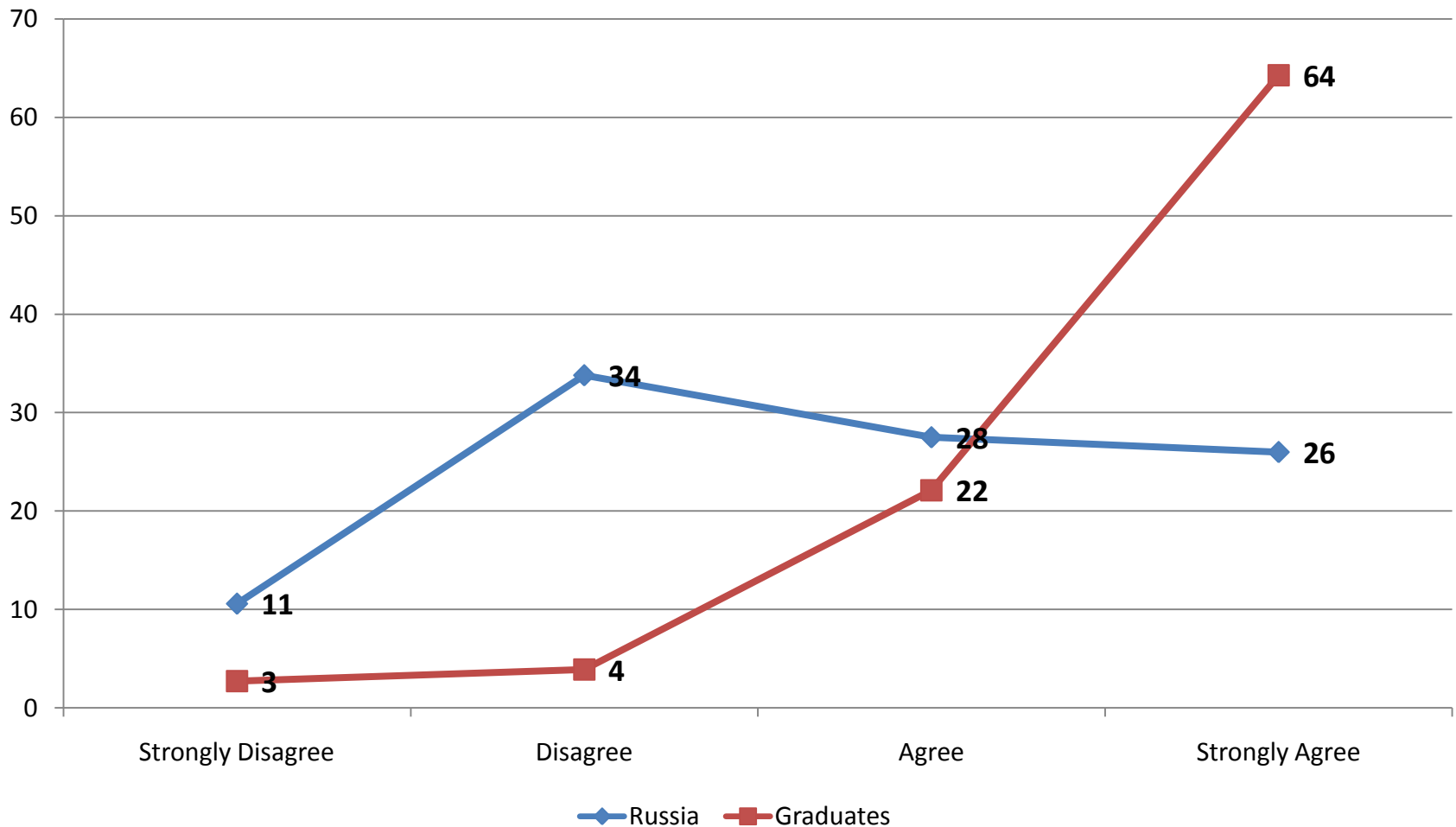


Core Values (WWS, 2006; Students, 2011)

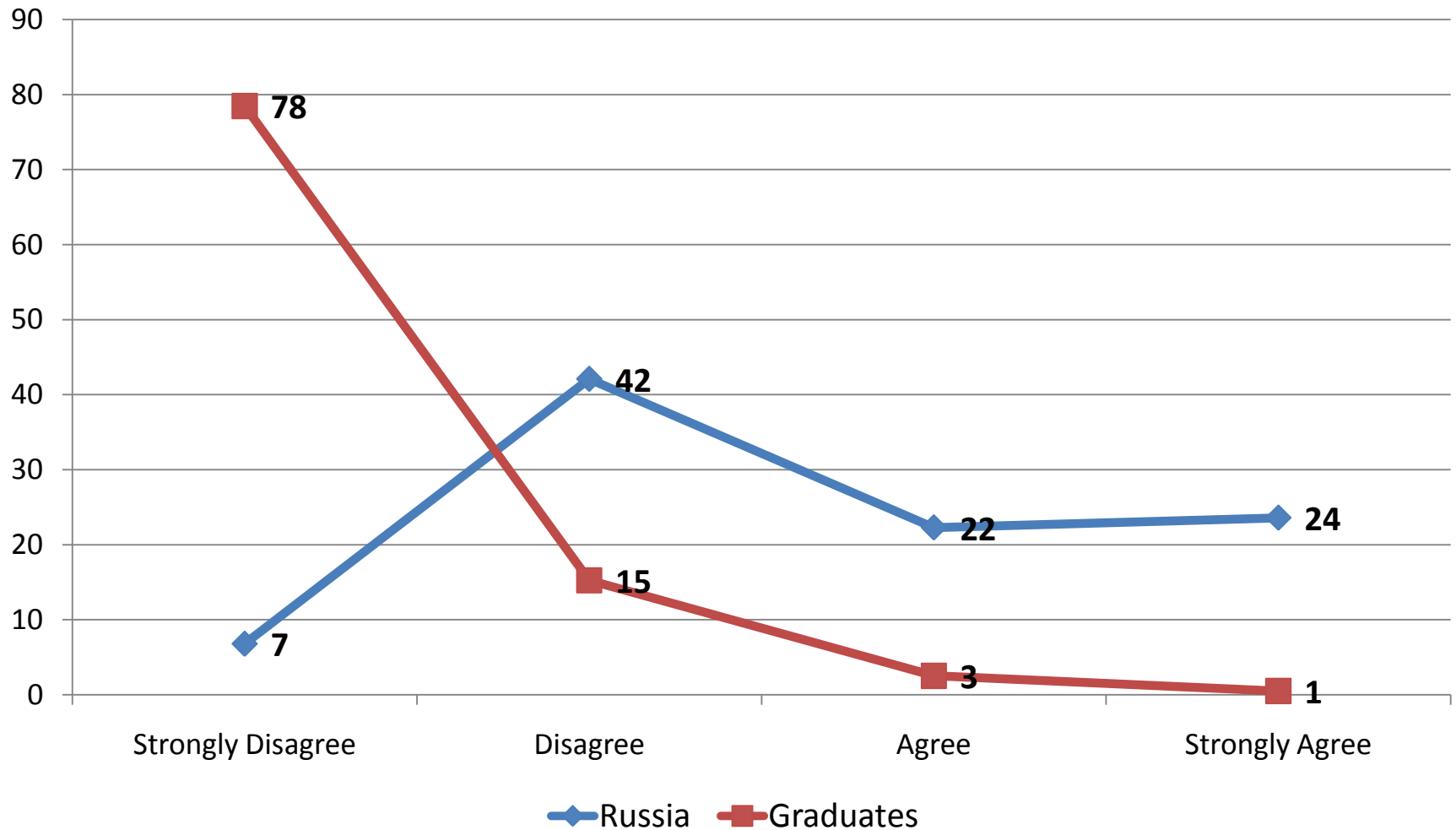


◆ Students ■ Russia (18-29)

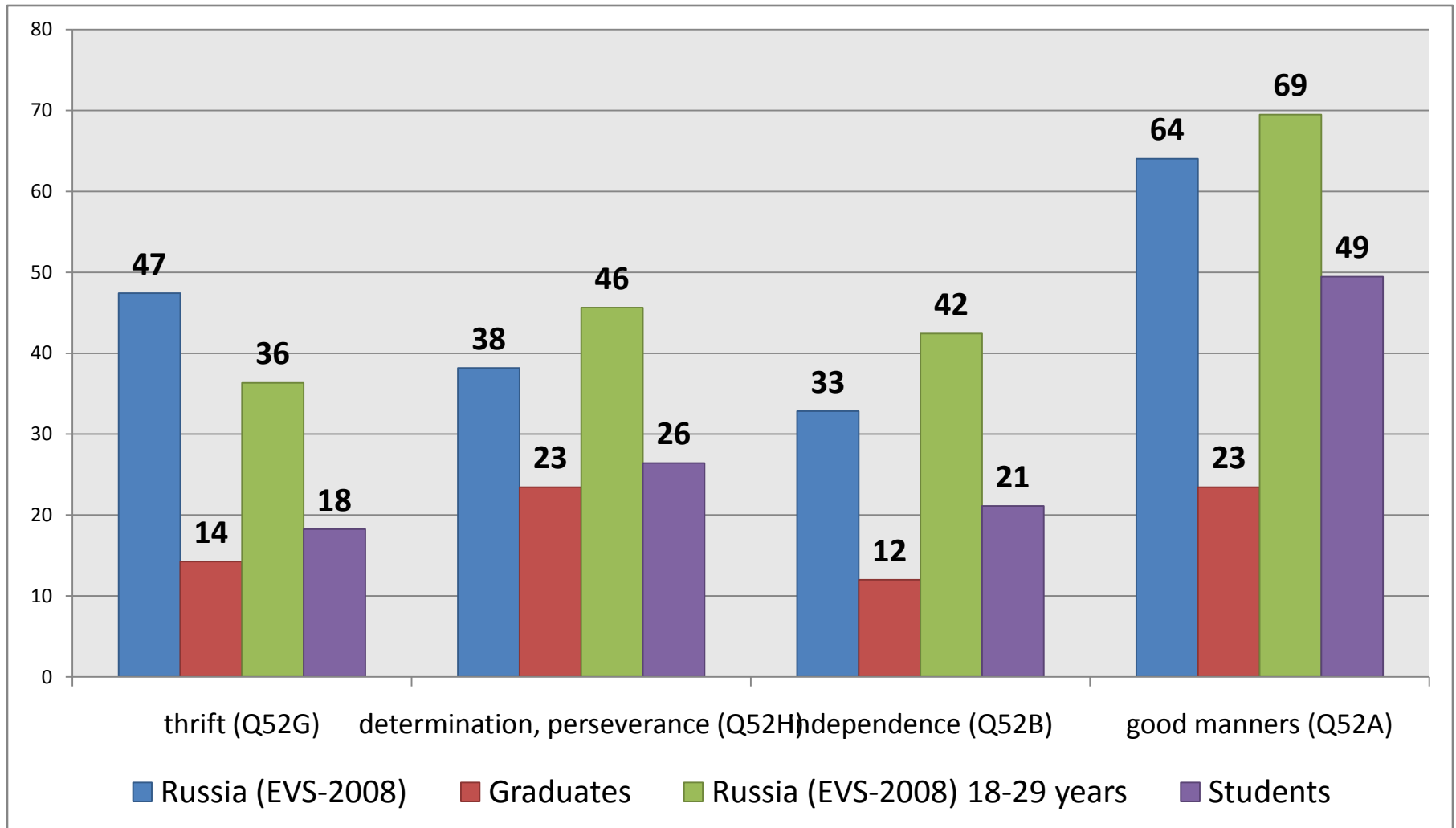
Do you agree or disagree :
«Marriage is a lifetime relationship and should
never be ended» (GGS, 2004)



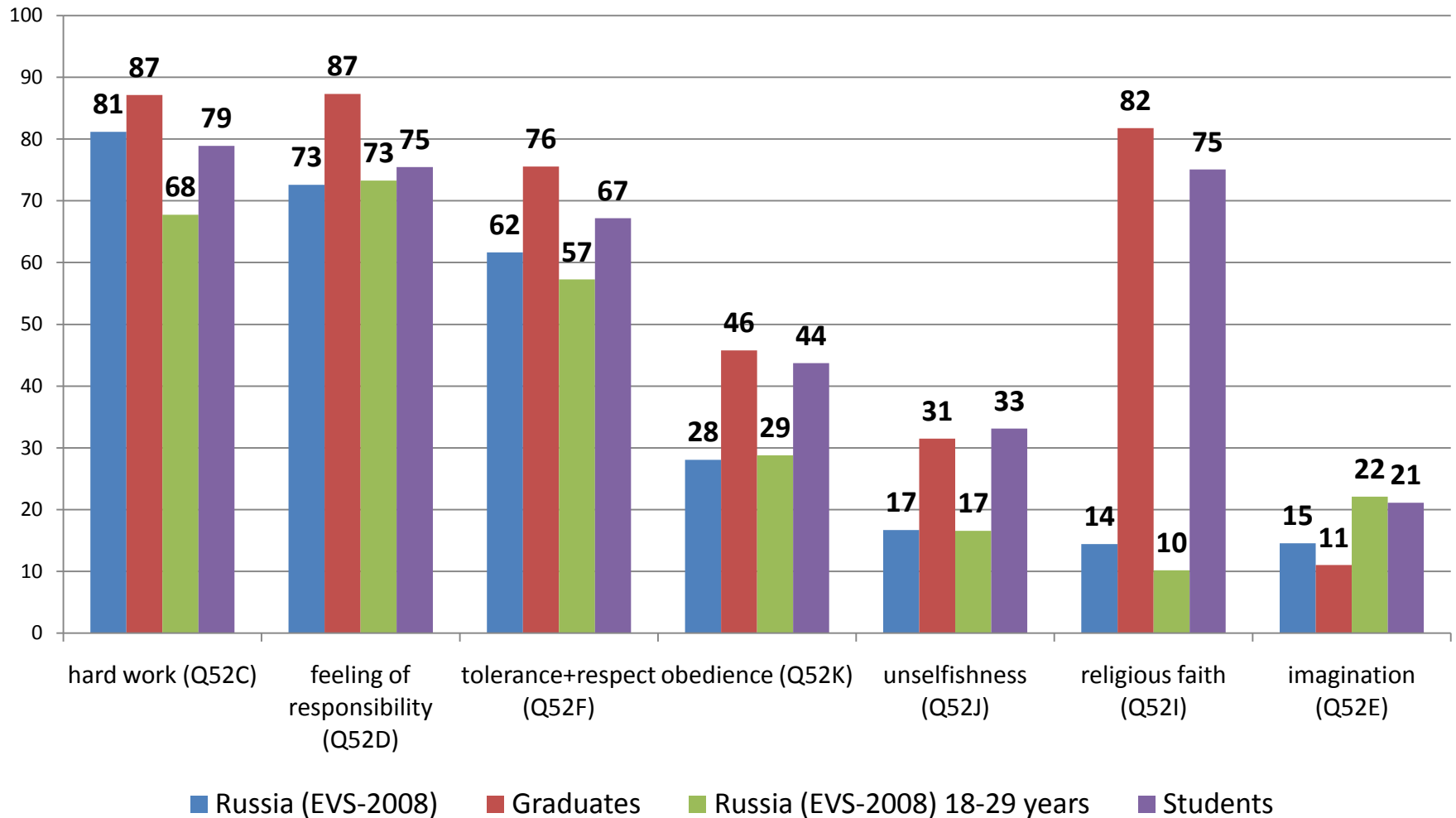
«It is all right for an unmarried couple to live together even if they have no interest in marriage» (GGS, 2004)



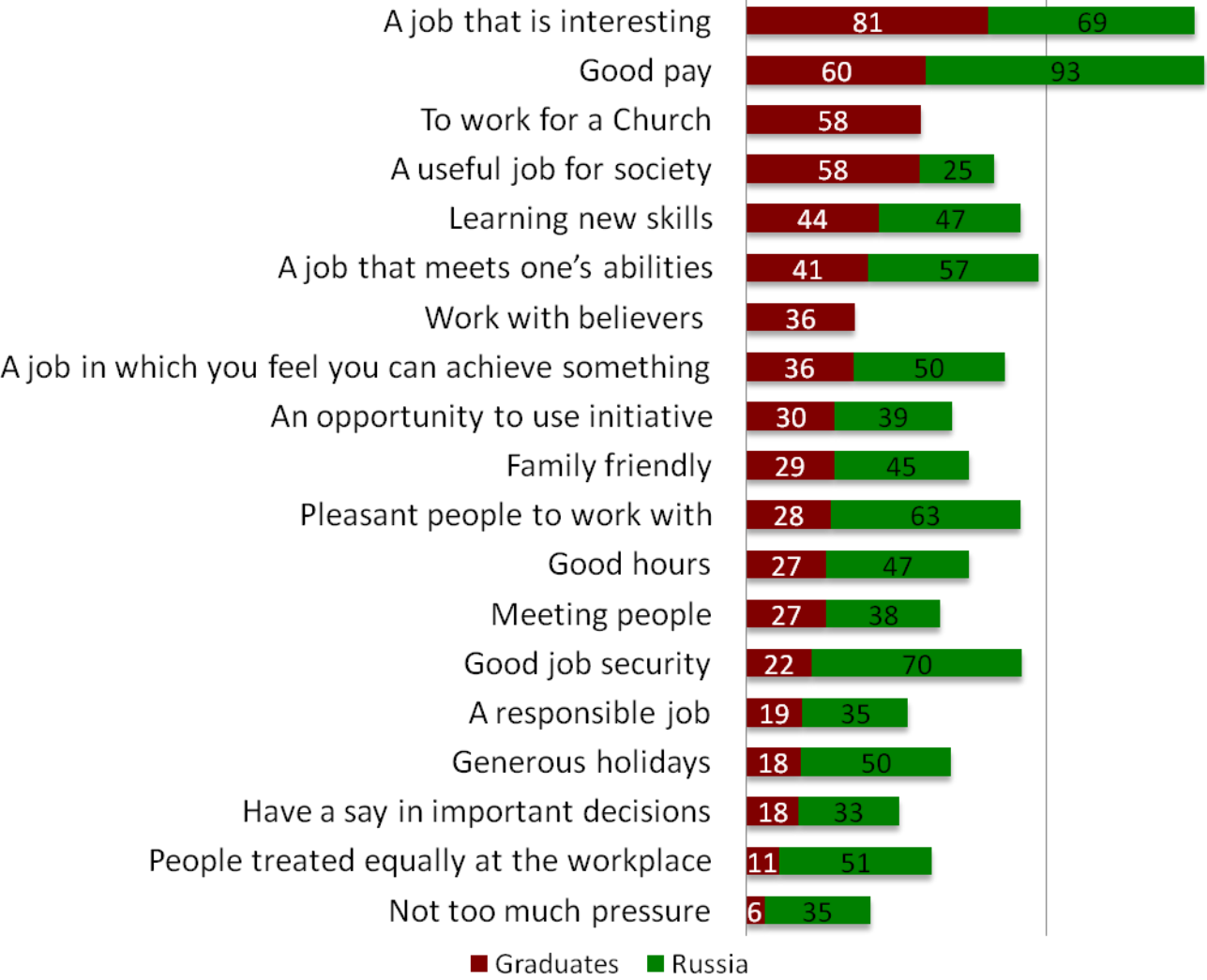
Qualities which children can be encouraged to learn at home (EVS 2008)



Qualities which children can be encouraged to learn at home (EVS, 2008)



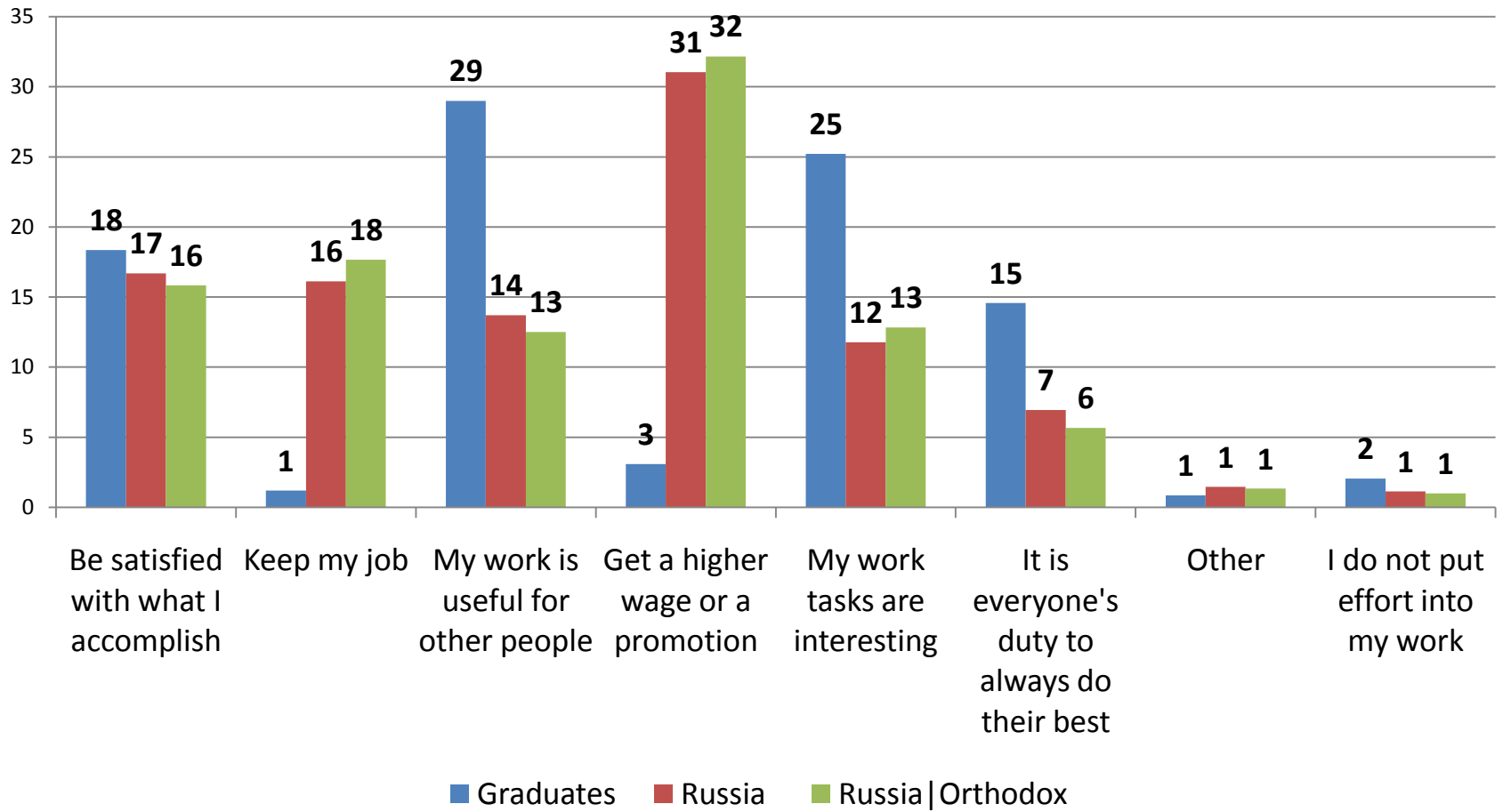
Here are some aspects of a job that people say are important. Please look at them and tell me which ones you personally think are important in a job? (EVS, 2008)



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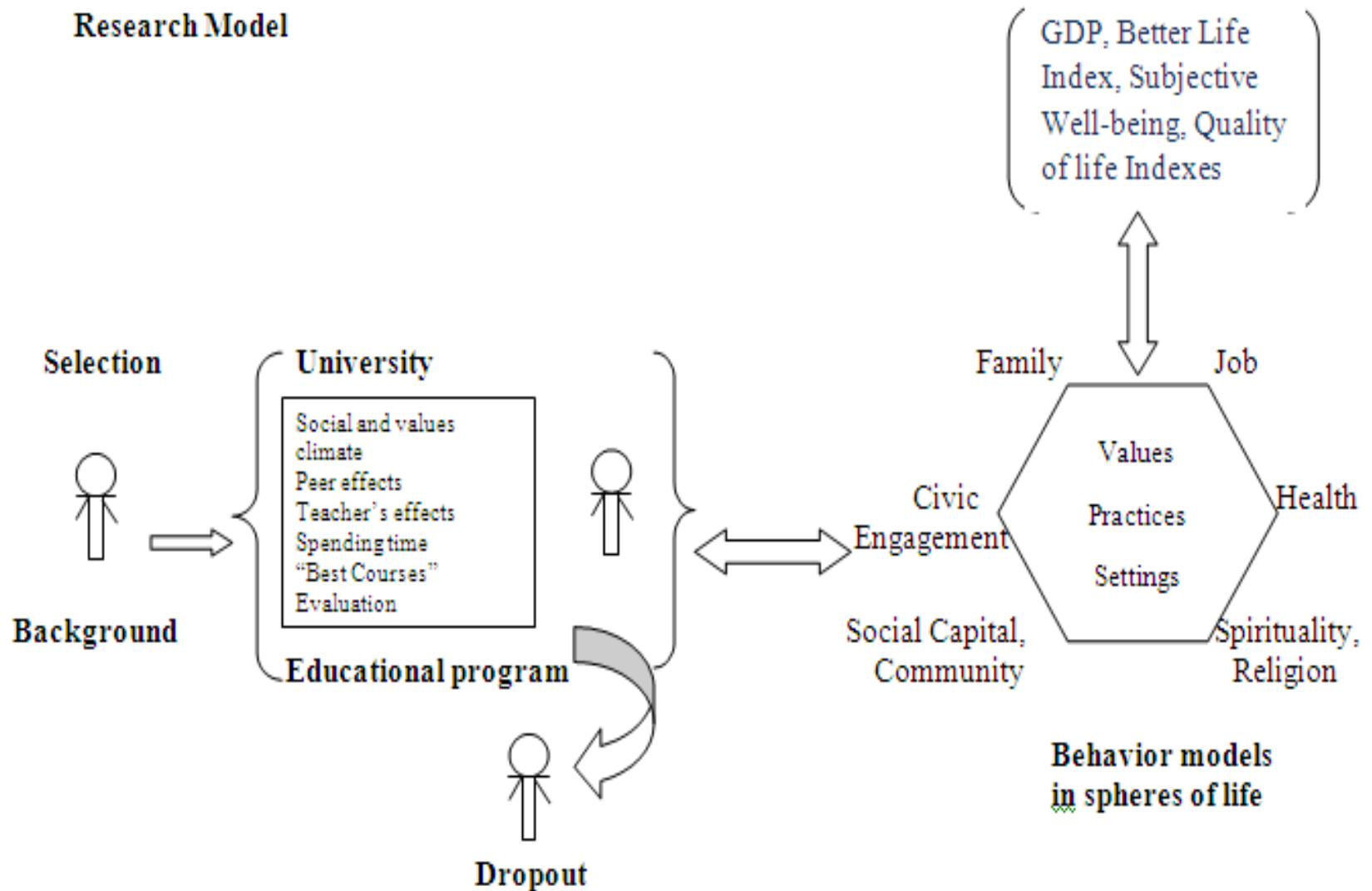
Main reason I put effort into my work



Do you agree that «To be a patriot means...»? (Levada - centre, 2010)

	Russia 2011	Graduates	Students
To love a country	59	73	76
To work for well-being of a country	27	66	70
to change something in your country	22	51	60
to tell the truth about your country	13	25	32
to defend your country from any attacks and accusations	22	17	35
to assume that your country is better than others	21	6	7
assume that your country has no	6	0	2
Other	4	8	5
Difficult to answer	9	4	2
N	1600	581	730

Research Model



Conclusions

- Our notions of a “Good life” can be different and this is the question for University
- Searching for a methodology for comparative research on social effects of Russian universities
- As Universities produce/attract different models of students behavior their might be different logics of impact measurement
- Using Values can give more adequate measures of impact as they help to objectify students motivations in different spheres of life.