

PUBLISHING ACTIVITIES AND ACADEMIC WRITING AT RUSSIAN UNIVERSITIES

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CONTEXT

Technological leadership of the universities: targets for new international collaborations in the fields of industry and research

Requirements for faculty: publication activity (including in high-ranking journals)

RQ (Research question)

How is publication activity related to the language skills and the university support system for Russian university faculty?

M&Ms (Materials and Methods)

DATA: Large-scale survey of university faculty (2,600 respondents from 22 Russian universities). **Limitations:** sample covered regional Universities with different status and scale (national research universities, universities of applied science, etc.)

INDICATORS: **Publication activity** (Number of publications. Publications of scientific articles in foreign scientific journals), **University support** (1. High level (Academic writing courses, additional payments for publications, professional tracks), 2. Average level (only payments for publications), 3. Absent/minimal support for publication activity).

RESULTS

78% Have no (zero) publications at foreign languages last 3 years

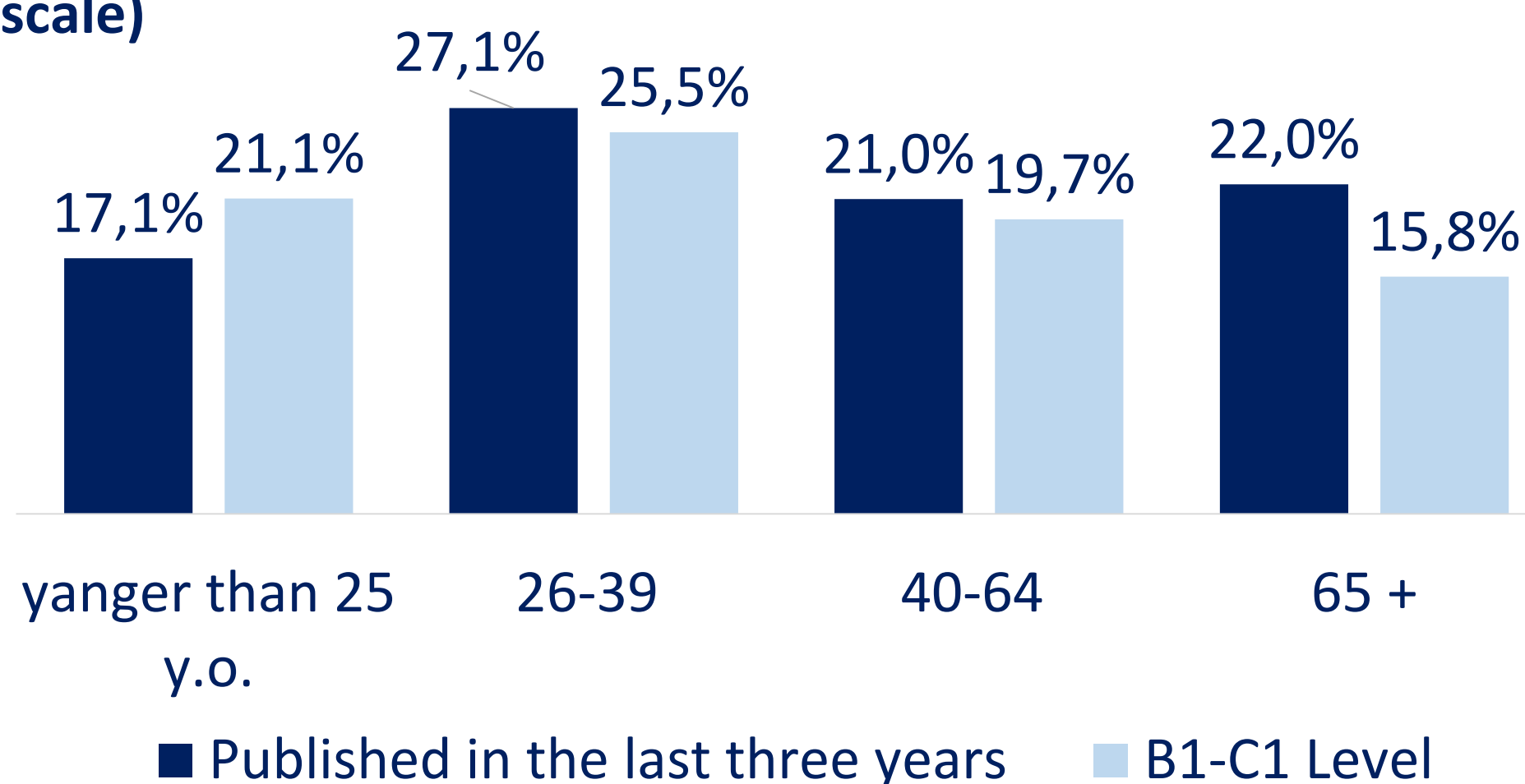
75% Possess proficiency in a foreign language

21% Level B1-C1

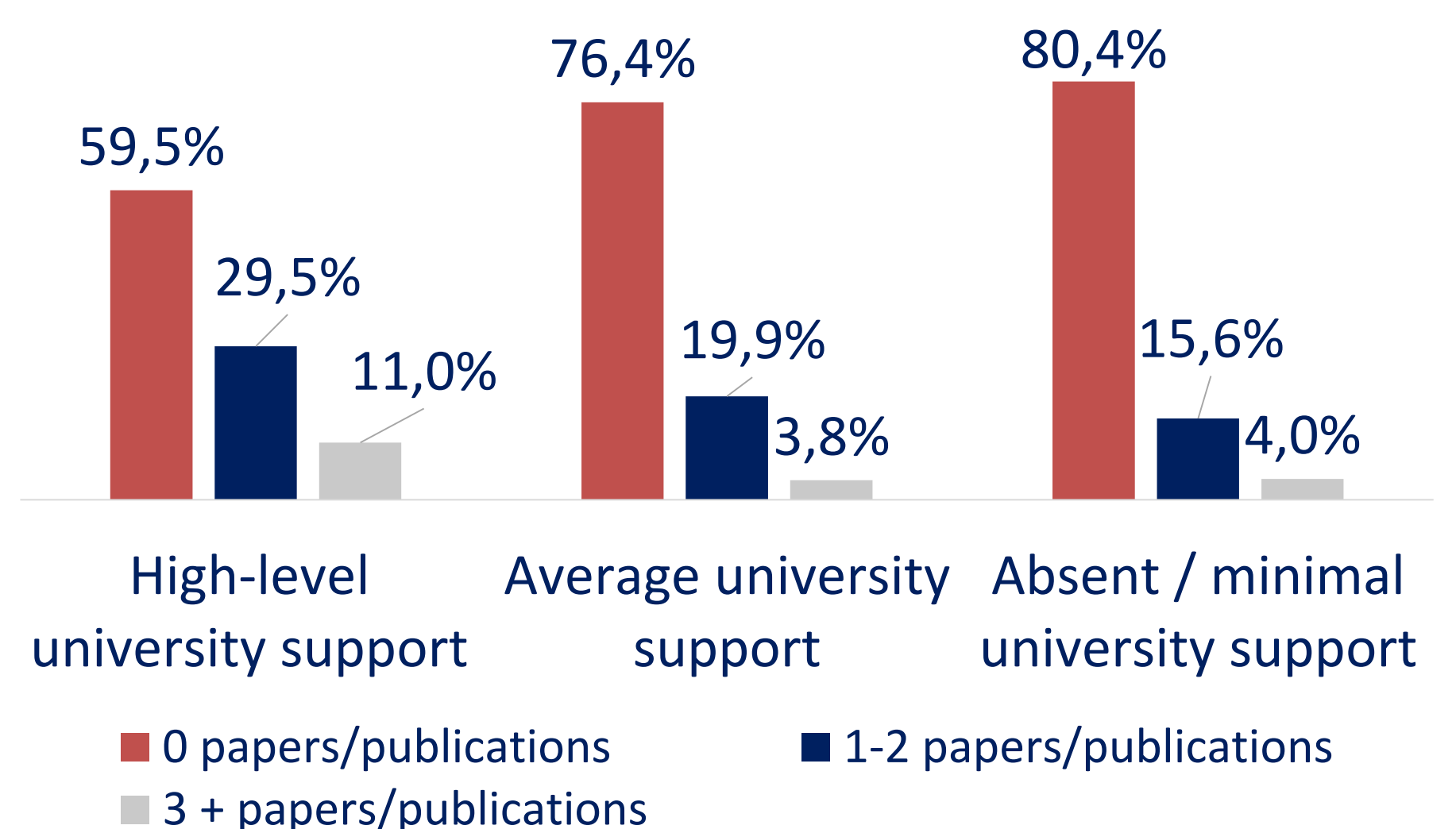
8% Identified a need for professional development in academic writing

33% Believe that they need to improve their knowledge of foreign languages

Share of those who have published in foreign language the last three years and level of language (in the six-level CEFR scale)



University support level and the among of the papers into international high ranked journals



DISCUSSION

1 **Common practice: the university's publication activity KPI "cover" about 20% of respondents**
Over half of the respondents report a significant lack in communication skills and foreign language. They plan to fill these gaps only partially. **The overwhelming majority of respondents do not plan to improve their academic writing.**

Q: IS PUBLICATION EXPERIENCE IN 1-2 LOCAL JOURNALS SUFFICIENT FOR GOOD TEACHING AT UNIVERSITY?

2 Respondents aged 26-39 publish most actively. The older age group publishes in a foreign language despite having a more modest level of language proficiency. They may use proofreading or rely on their assistants when working on texts.

Q: WHO BEARS THE MAIN 'BURDEN' OF PUBLICATION ACTIVITY?

3 Universities with high-level support systems publish 16-20% more in foreign journals than those with only payment for publications or minimal support

Q: WHO PAYS? HOW CAN UNIVERSITIES WITH A LACK OF RESOURCES ORGANIZE A COMPREHENSIVE SUPPORT SYSTEM FOR PUBLICATION ACTIVITIES AND THE QUALITY OF ACADEMIC WRITING?