



## HUMAN RESOURCES MANAGEMENT) AT THE UNIVERSITY TO DEVELOP EDUCATION AND ACHIEVE SUSTAINABLE DEVELOPMENT PRINCIPLES

GESTIÓN DE RECURSOS HUMANOS EN LA UNIVERSIDAD PARA DESARROLLAR LA EDUCACIÓN Y LOGRAR LOS PRINCIPIOS DEL DESARROLLO SOSTENIBLE

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### ABSTRACT

An important component in the effectiveness of universities is competent teaching staff. The quality of research and teaching staff directly affects the quality of the training offered and, ultimately, the society's ability to achieve sustainable development principles. The purpose of the study was to develop recommendations on the hiring, evaluation, and motivation of university teachers and employees. The study aimed to identify the specifics of human resources management (HRM) in higher education with respect to the procedures of recruiting, evaluating, and developing academic personnel in private and public universities in Russia. In addition, an online survey was conducted, in which the chosen experts (specialists responsible for HR processes at universities) were asked questions regarding HRM at universities. It was found that the main aspect of the hiring process has to do with financial remuneration (monthly pay and bonuses).

### Keywords:

Teacher management, personnel selection and recruitment, personnel development, staff evaluation, staff motivation

### RESUMEN

Un componente esencial para la eficacia de las universidades es contar con un profesorado competente. La calidad del personal docente e investigador influye directamente en la calidad de la formación impartida y, en última instancia, en la capacidad de la sociedad para alcanzar los principios del desarrollo sostenible. El objetivo de este estudio fue elaborar recomendaciones sobre la contratación, evaluación y motivación del profesorado y personal administrativo universitario. El estudio se propuso identificar las particularidades de la gestión de recursos humanos (GRH) en la educación superior con respecto a los procedimientos de reclutamiento, evaluación y desarrollo del personal académico en universidades públicas



y privadas de Rusia. Además, se realizó una encuesta en línea dirigida a expertos seleccionados (especialistas responsables de los procesos de GRH en las universidades). Se constató que el aspecto principal del proceso de contratación está relacionado con la remuneración económica (sueldo mensual y bonificaciones).

#### Palabras clave:

Gestión del profesorado, selección y contratación de personal, desarrollo del personal, evaluación del personal, motivación del personal.

## INTRODUCTION

Human resource management (HRM) within higher education institutions has become a critical pillar for ensuring quality, competitiveness, and long-term sustainability in the university sector. In an environment shaped by rapid transformations, the digitalization of teaching and organizational processes, global academic mobility, and evolving societal expectations, universities must implement strategic approaches that enable them to attract, retain, and develop highly competent personnel. Increasingly, it is evident that a university's ability to fulfill its educational, research, and social missions depends largely on the strength and strategic management of its human capital. For this reason, the recruitment, training, and evaluation of personnel are not merely administrative functions but fundamental components that determine institutional development and the capacity to adapt to the complex challenges of the twenty-first century. As noted by Gazizova et al. (2025), effective hiring practices and competency-oriented training are strategic factors directly influencing organizational performance.

The author Soria-León (2025) offers valuable insights into educational management that reinforce the relevance of structured pedagogical planning for enhancing students' visual communication skills. Her work emphasizes how leadership, institutional coherence, and strategic administration directly influence the quality of teaching-learning processes in higher education. These perspectives contribute to the article by situating visual communication development within a broader managerial framework that prioritizes innovation, academic support systems, and continuous improvement. By highlighting the importance of well-designed organizational practices, the author helps explain why students benefit from learning environments that intentionally promote creativity, multimodal expression, and technologically enriched instruction, elements central to the development of visual communication competencies.

Similarly, Cruz-Colín et al. (2024) provide an analytical foundation grounded in evaluation culture and accreditation processes, offering key implications for educational

programs focused on visual communication. Their work underscores how systematic evaluation practices enhance institutional accountability and drive curricular refinement, ensuring that learning outcomes, such as students' ability to communicate visually, are effectively assessed and strengthened over time. By demonstrating how accreditation frameworks foster consistent quality standards, the authors contribute to the article's argument that visual communication skills should not only be taught but rigorously evaluated within structured academic systems. Their findings highlight the value of evidence-based program improvement, supporting the integration of assessment mechanisms that validate skill development and align instructional approaches with evolving educational demands.

In the educational services market, and especially in higher education the management of staff emphasizes professional competencies, advanced academic or practical qualifications, and intellectual capacities that shape both organizational culture and the quality of teaching and research. Contemporary organizational models, such as intelligent institutions, learning universities, and knowledge-driven structures, recognize individuals as the principal engine of institutional growth. Their expertise, experience, and talent determine the creation, flow, and use of knowledge within the organization, thereby influencing its innovative capacity.

The author Mirzoyan (2023) highlights that personalized knowledge and individual talents define the extent to which cognitive resources can be utilized in universities, underscoring the centrality of effective recruitment processes capable of identifying candidates whose profiles align with institutional objectives. In this regard, Vassilchenko (2024) observes that the absence of appropriate mechanisms for recruitment, development, and long-term staff support can significantly hinder the dynamic evolution of higher education institutions.

The HRM process in universities is typically conducted under the direct leadership of the rector and carried out by HR business partners, HR specialists, career consultants, and the heads of academic and administrative units. This organizational arrangement reflects the dual nature of universities as institutions dedicated simultaneously to education, research, and organizational governance. Consequently, HRM must address the needs of two key groups of personnel: academic staff, which includes teachers, researchers, and combined teaching-research roles, and administrative or non-academic staff. Although both groups are essential for the proper functioning of higher education institutions, their tasks, responsibilities, and performance indicators differ considerably. Effective coordination between academic and administrative management is therefore indispensable, as it enables universities

to respond more effectively to emerging sectoral challenges, institutional risks, and opportunities for improvement.

Although many HRM tools employed in higher education resemble those used in business environments, the academic context introduces unique expectations related to scientific productivity, pedagogical quality, and continuous professional development. In the recruitment of faculty, candidates' scientific achievements, teaching competencies, and practical or industry experience serve as central criteria in the selection process, as noted by (Astratova & Klimuk, 2022; Kabzhanova et al., 2024). For research staff, scientific productivity, measured through quantitative indicators that influence national and international rankings, plays an especially crucial role. Increasingly, universities value professionals who can combine scientific activity with practical experience in their respective fields, as this dual profile enriches the educational process and strengthens the university's contribution to socioeconomic development.

Staff development, whether academic, scientific, or administrative, is closely related to the value each employee contributes to the institution. To support continuous improvement, universities implement professional development programs, performance evaluation systems, and motivation strategies designed to promote excellence in teaching, research, and management. Periodic evaluations conducted by universities assess the fulfillment of responsibilities associated with instruction, research, service, and organizational participation, along with ongoing engagement in professional growth. As emphasized by (Akhmetshin et al., 2025; Aziyev et al., 2024), these processes help maintain high standards in academic and administrative performance while fostering a culture of institutional improvement.

In this context, the strategic management of human resources emerges as a fundamental instrument for fulfilling the principles of sustainable development within higher education. Effective planning and implementation of recruitment, training, motivation, and evaluation processes not only enhance institutional performance but also contribute to building an inclusive, high-quality, and future-oriented educational environment. Therefore, the purpose of the present study is to analyze specific aspects of HRM in higher education associated with the main stages of personnel management, examining how these practices influence educational quality and support universities in advancing toward sustainable development goals.

### MATERIALS AND METHODS

The study employed a comprehensive methodological approach, combining literature analysis and an expert survey to examine some specific aspects of HRM in higher education.

HRM processes at universities were examined through the analysis of existing literature on the topic. The collected material was subjected to qualitative analysis to determine the main stages of the HRM process in the higher education sector.

In addition, an online survey was conducted on a sample of 42 experts. The chosen experts (specialists responsible for HR processes in universities) were asked to rank the stages of the HRM process in the higher education sector by importance and answer the following questions:

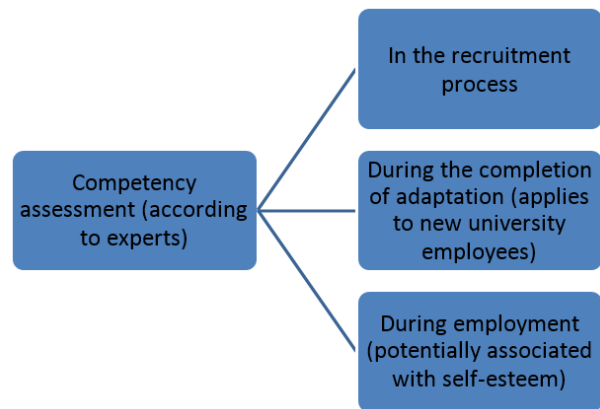
1. How are new employees recruited for research and teaching positions?
2. Is the university developing its staff, and how?
3. Does the university evaluate its research and pedagogical staff, and how does this process work?
4. Is staff evaluation associated with other HR processes (e.g., motivation, including additional remuneration, bonuses, and career growth)?

The selection criterion for the expert pool was having at least three publications relevant to the research problem in peer-reviewed journals.

### RESULTS AND DISCUSSION

The conducted literature review and the results of the expert survey suggest that employees' competencies are the most important to assess as part of recruitment, which, according to the expert assessment, is the second most important stage in the HRM process in the higher education sector (Figure 1 and Table 1).

Fig. 1: Stages of assessing the competencies of university employees (according to experts)



Source: Authors' own elaboration

Most of the respondents note that at the start of the HRM process, it is crucial to determine the components of competencies that can be assessed. There are a variety of options at this stage, including pre-existing classifications

of competencies. Importantly, competency assessment should consider not only the compliance of the employee with the specific position. It is also necessary to highlight the so-called key competencies, for example, teamwork skills, systems thinking skills, responsibility for others, and learning ability.

Table 1. Stages of the HRM process in the higher education sector.

No.	Stage	Rank	Weight
1	Personnel selection and recruitment	2	0.24
2	Personnel development	1	0.29
3	Staff evaluation	4	0.15
4	Staff motivation	3	0.20
5	Dismissal	5	0.03

Source: the conducted research and expert survey results; the coefficient of concordance  $W = 0.66$  ( $p < 0.01$ ), indicating a strong consistency of expert opinions.

The conclusions were drawn based on the results of document analysis and an online survey of the teaching staff of Russian higher education institutions. The obtained information provides a basis for future in-depth studies on the implementation of HRM process components in Russian universities.

The results obtained point to the need to develop a list of key competencies of teaching and research staff (Severin, 2023). Furthermore, universities should be granted complete freedom in the choice of research methods and tools (Zhuzeyev et al., 2024).

Faculty recruitment differs substantially in public and private (non-public) universities, as well as in large universities (offering undergraduate, graduate, and postgraduate degree programs in full-time and part-time formats) and small universities that only offer bachelor's degree programs. These differences owe to various factors, including a greater number of directions of training, e-learning collaboration with business and public organizations (through scientific and pedagogical projects), the profile of the university (arising from its mission and vision), and more. The types of employment contracts in public and private universities also differ, as they also depend on the above conditions and are differentiated by the length of service, experience, and academic title.

In public universities, competition for each position must be announced well in advance, and this message has to be posted on a dedicated page on the university's website. The skills considered in this case include learning, teaching, planning, and organizational skills.

Hiring an employee at a state university is a difficult and time-consuming process. Depending on the specifics of the open position, there are two options:

1. within the framework of the position held (as part of a regular position);
2. at a new place of work (creating a new position).

In the first case, the procedure is shorter, and the requirements for a new employee in terms of competencies must match the requirements for the current position. In the second case, the procedure must be initiated much earlier, and the need to create a new position must be justified. One of the most important attachments to the documents submitted by a candidate is recommendations (in the case of social sciences or humanities, recommendations from previous employers are welcome), including the opinion of the supervisor and relevant scientific achievements.

Private universities have a much simpler procedure. Information about potential candidates is collected throughout the year. The documents are collected by a special unit or specialist person who contacts the selected people at the appropriate time. Then the recruiter conducts an initial document check and a job interview, which often has two stages. The first stage concerns general requirements for the position and is carried out by a representative of the university, and the second is conducted by the immediate supervisor (the department head, the institute, or the dean).

According to the literature review and the expert survey, the most important stage in the HRM process in higher education is staff development.

Considering the three different approaches to staff development (i.e., the process approach, the system-process approach, and vouchers) (Rakhinsky et al., 2021), experts believe that in the case of research and pedagogical workers, the most suitable approach is training vouchers. Under this approach, all employees receive a certain agreed-upon



amount of money that they can use at their discretion (purchase a training course or the necessary computer program, pay for advanced training, etc.) (Golubtsova et al., 2025).

Experts stress that in the system of higher education, professional development is closely tied with obtaining academic degrees (Akhmetshin et al., 2025), which is often strictly regulated by the terms and other provisions of the employment contract. Today, the most conventional path is a research career, the stages of which can be outlined as follows: writing and defending a Ph.D. thesis, defending a doctoral dissertation, and then receiving the title of professor. In public universities, degrees tend to allow faculty members to get into senior positions.

Obtaining another degree or academic title is associated with prestige, higher wages, and greater opportunities (e.g., conducting independent research and being able to choose a better place of work).

In state universities, professional development most often stems from the initiative of the employee. University structures often organize scientific seminars that present various topics in the framework of projects implemented by the teaching staff (Shaimieva et al., 2024). Participating in these seminars, young employees can gain more knowledge in various fields, expand the scope of their interests, choose the path of their own development as a researcher, and communicate with specialists in the field. Similar opportunities are provided by national and international conferences, which, due to their open format, allow for a wider exchange of views and interesting discussions.

Staff evaluation, which is ranked by experts as the fourth most important stage of the HRM process, should be focused on the results of work. A good solution is to use self-assessment with the opportunity to compare one's results with the averages achieved by other people.

The didactic part can be assessed based on observations of classes, during which attention should be paid to (Serebrennikova, 2024):

- the level of content presented in classes, including its compliance with the curriculum, up-to-date knowledge in the studied discipline, and scientific specialization;
- the organization (logical structure) and process of teaching; this includes verifying that the course of classes complies with the organizational and methodological model of classes in higher education postulated in didactics, as well as that individual questions (problems) discussed in classes have proper logical connections;
- discipline and order in the classroom, including the preparation of the classroom for the lesson, the use of teaching aids, student attendance, the attitude and behavior of students and the teacher during classes, the plan

(summary, script) of classes, as well as the forms and methods of conveying educational content and the general manner in which the classes are taught;

- students' learning activities; their state, preparedness for, and engagement during classes; their participation and compliance with the plan of lessons; and whether or not and how well they take notes;

- pedagogical aptitudes of the teacher, which involve assessing the lecturer's appearance, how fluently and correctly they express their thoughts, and their ability to speak concisely and convincingly, as well as the general atmosphere and the attitude of the lecturer to students.

The methodology of the evaluation and all other associated details should be developed very carefully so that they can be linked, for example, with motivation and remuneration systems. Special consideration should be given to the weighting criteria for individual evaluation categories. According to Astratova & Klimuk (2022), evaluation of the quality of a teacher's work needs to consider:

- student assessments given anonymously by several evaluators, which reduces the risk of random deviations; details must be indicated in the university charter, including the minimum number of evaluators, below which the results are dismissed (weighting coefficient — 50%);

- correspondence between the discipline taught and scientific achievements in the form of publications and conference reports over the past five years (30% – yes/no answers);

- analysis of the curricula for the subjects taught with a special emphasis on their quality, compliance with the concept of education adopted within the direction of training and specialization, as well as the relevance of the provided content (10%);

- participation in the development of the student research movement and student organizations (10%).

However, this procedure is a matter of ongoing discussion due to potential biases, so it is not a widely adopted practice. Another disadvantage of this evaluation method is its low efficiency, because students lose motivation to participate after passing their tests/exams (Ling et al., 2023).

Researchers also believe that when evaluating teachers, any ratings should be avoided, and rating systems should be approached with extreme caution. Employee evaluation should focus either on the outcome of the process (when the impact of the process can be objectively measured) or on the process itself (when it can be controlled).

As argued by researchers, ongoing evaluations in the field of higher education should give priority to the work of research teams (and these teams should be evaluated differently). Vital conditions for the use of the evaluation

system are procedural and organizational fairness. The evaluation is designed to perform only a motivational function and therefore should be connected with a competency development plan.

A promising option for evaluation is to implement an internal audit program or, rather, to extend this method to problems related to student training (Kryucheva & Tolstoukhova, 2024). Unlike an inspection, an audit is a conversation between two specialists who, based on established criteria, try to find the best ways to carry out training and R&D processes. The introduction of this method implies the need to train auditors from among research and teaching staff (Kashirskaya et al., 2024).

Our recommendations on the implementation of audit programs are as follows:

1. The audit program should be planned in accordance with the status and importance of the audited processes and areas, as well as the results of previous audits.
2. The criteria, scope, frequency, and methods of audit need to be identified.
3. The selection of auditors and the procedure of audits should ensure the objectivity and impartiality of the audit process.

Participation in the audit team may relate to professional career. Specialists who perform the functions of internal auditors may take on the functions of external auditors in the future, evaluating quality management systems at other universities (Danilova, 2024).

The method of employee performance evaluation should be chosen based on the goals important for the university at the given moment. Long-term planning (10 years or more) includes self-improvement and quality improvement at each stage throughout the entire organization. In the short term (2-5 years), the most important thing is successful accreditation while maintaining the existing conditions of training.

Employee motivation, which is the third most important stage of the HRM process in the higher education sector according to experts, should be stimulated through:

- group work (provided that it is adapted to specific needs and organizational conditions, considering the entire structure of the university and the specifics of research work);
- employee training (although it is widely believed that training is a source of motivation, it should relate to professional development);
- the expansion of rights and opportunities (particularly useful in higher education with respect to research units and groups);

- involving employees in the development and assessment of policies and objectives related to quality.

Many experts note that a real problem in the academic environment is the conflict between high performance standards (the need to meet certain indicators) and the lack of adequate remuneration (Volosova, 2024). Therefore, based on the results of the expert survey, we propose to introduce the differentiation of wages relying on annual employee evaluation. This solution should:

- introduce automatic salary increases to the upper limit for the calendar year for the top 5% of employees in each division of the university;
- ensure automatic salary increases without the need to contact the relevant specialist or their higher-ups to reduce the risk of such interactions being influenced by conflicts between managers and subordinates or unreasonable promotions of some employees at the expense of others;

**- establish criteria for the top 5% of employees, which may be the following:**

- a) evaluation of the scientific achievements of a researcher based on annual reports (quantified in points for scientific publications and activity), weighting coefficient — 60%;
- b) assessment of the teaching activity of the employee based on assessments by students and other criteria considered earlier, weighting coefficient — 30%;
- c) participation in organizational issues, assessed based on involvement in the development of curricula and other university activities, weighting coefficient — 10%.

## CONCLUSIONS

Through the careful recruitment of employees with the required competencies and the continuous improvement of their qualifications, universities can build cohesive and high-performing teams capable of contributing to institutional development in a sustainable and consistent manner. The findings of the literature review and expert survey highlight not only the centrality of competencies in personnel selection but also the importance of staff development as the most critical stage in the HRM process in higher education. A strategic approach to HRM requires aligning employees' abilities, motivation, and career aspirations with both the material and immaterial conditions offered by the institution. Most importantly, it necessitates creating an environment in which competencies can evolve dynamically, with the full consent, engagement, and participation of the employee.

The results also demonstrate that universities must adopt flexible and context-sensitive HRM strategies that account for institutional diversity. Significant differences

exist between public and private universities as well as between large and small institutions in the areas of faculty recruitment, evaluation procedures, professional development opportunities, and contractual provisions. Understanding these distinctions is key to designing HRM systems that are both fair and effective. The expert evaluations further indicate that modern universities should prioritize the development of key competencies among teaching and research staff, and that institutions must be granted sufficient autonomy in selecting HRM tools, methods, and evaluation criteria tailored to their organizational missions.

Equally important is the need to strengthen professional development mechanisms. As the study reveals, staff development is not only associated with the acquisition of academic degrees but also with access to meaningful learning opportunities, such as training vouchers, seminars, conferences, and research collaboration networks. These opportunities support employees in expanding their expertise, strengthening their academic identity, and pursuing high-quality teaching and research outcomes. Establishing transparent and motivating staff evaluation systems, with a clear emphasis on fairness, process quality, and alignment with institutional goals, can also enhance performance and contribute to long-term organizational growth.

Finally, the results point to the relevance of linking evaluation and motivation systems more effectively, ensuring that recognition and compensation correspond to measurable contributions to teaching, research, and organizational development. Approaches such as internal auditing, differentiated remuneration, and competency-based assessments can help universities foster a culture of accountability, improvement, and engagement. Taken together, these findings underscore the necessity for higher education institutions to adopt strategic, integrated, and development-oriented HRM systems that enable them to fulfill their academic missions while advancing the principles of sustainable development.

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