Issues of Introducing a System of Performance Appraisal for Management and Faculty Staff in Higher Education

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Abstract

This article deals with the essence of KPI (key performance indicators), which are relatively new and relevant in the higher educational system, and their role in the reputation and development of institutions, as well as some analysis of its creation and implementation.

Keywords: KPI, higher education, skills, global labor market, globalization, personnel, indicator, result.

Introduction:

KPI is a tool that assesses the ability of each institution to achieve a common goal, and helps to work together to achieve this overall goal, to solve the problem of poor communication between management and individual staff, to determine the employment of staff. In the current era of rapid globalization, an important indicator of efficiency, which is widely used in the practice of higher education in developed and developing countries, is the KPI (key performance indicator) or metrics analysis from the US, Canada, Japanese universities and business websites. The adequate data were obtained and analyzed.

Aims:

In order to ensure the effectiveness of KPIs as a means of communication, it is necessary to provide production enterprises and labor exchanges and immediately set tasks to adapt and improve the goals of staffing.

Materials and methods:

In the Canadian higher education system, KPIs have been introduced since the 1990s, and educational institutions are rated on three indicators (alumni, employment, Ontario Student Assistance Program (OSAP) credit default) as well as ongoing monitoring. (Appendix 1)

In 2012, the Canadian Ministry of Education, Colleges and Universities (MECU) launched the KPI to raise awareness of postgraduate students and their parents, to assess the quality of these programs by universities, and to improve university productivity.

KPIs have been widely used in public and private higher education institutions in Japan since 2010. For example, the University of Hiroshima in Japan has introduced A-KPI (Achievement-Motivated KPI) for every professor, and the focus on the current situation is not just teaching and counseling hours, rather than a combination of academic publications and self-financing. In the performance of such tasks, the presentation of different times between representatives of different industries is also considered. Since 2014, the A-KPI, created by Hiroshima University's IR* (Institutional Research), i.e. University Management Planning Office, has been introduced throughout the university and has been met with great interest in the Japanese higher education system.

This indicator covers three aspects of the university (teaching, research, popularization), with five components ((a) training hours and preparation for entrance exams (50, 70 points for each group), b) scientific guidance and consulting (150 points), c) number of publications (300 points), d) self-financing (150 points), d) involvement of foreign students (40 points). These tasks are converted into quantitative indicators that cover each member's long-term goals. Each member must score a maximum of 1,000 points. Tasks are evaluated in different amounts. This is exactly the KPI that the results will be the basis for the redistribution of human resources in each institution.

A-KPI results allow an objective assessment of each member's strengths and weaknesses over a specified period of time. However, not all members are required to complete all of the above tasks, which means that a member with a large number of study hours may not publish many journal articles. Or a member who has made a small contribution to funding may have supervised many international students. Based on these evaluation criteria, members of the institution can be appointed to long-term university positions.

Results and their discussion:

The analysis revealed that a study of hundreds of U.S. campuses found that they had achieved the above five indicators in a short period of time (one year) based on a single key tactic. This frees you from analyzing endless data and focusing on hundreds of tactics. Such success could be achieved by setting new legislation or higher standards, tougher controls on education, analyzing large amounts of data, increasing the number of faculty and staff, and abandoning tactics such as increasing student test scores and by focusing on a single task (Follow One Course Until Successful - FOCUS) until it is effective.

To do the above:

➢ Conduct workshops on the creation, submission, revision and placement of on-demand KPIs on the PowerMetrics platform, and monthly monitoring of KPIs throughout the year as a test;

➢ Compile surveys (Appendix 2) based on the HEI system and their strategic objectives to determine KPIs and analyze the responses by HEIs;

➢ In order to ensure the effectiveness of KPIs as a means of communication, it is necessary to provide production enterprises and labor exchanges and immediately set tasks to adapt and improve the goals of staffing.

The results of the study showed that since 2012, Hiroshima University members have been a) the most active in teaching hours and preparation for entrance exams (266/300), b) scientific guidance and advisory (45/150), c) the number of published articles (91-300), g) relatively weak in terms of self-financing (30/150). In terms of attracting international students, the lowest rate was recorded (8/100). Based on the initial indicators, the university is projected to have X = 796 (5-year target) in 2019 and X=1000 (10-year target) in 2023 while reviewing and supporting vulnerabilities.

Conclusion: Based on these analyzes, it was concluded that the KPI should be effectively organized in higher education institutions of Central Asia on the basis of the following five principles and mechanisms:

➢ First is to increase student productivity. Keeping students motivated and setting tasks that will help teachers and staff work more efficiently.

➢ Second is to establish strict and clear internal procedures. Assign responsibilities to ensure the security of the institution and the reputation of the faculty there.

➢ Third is the training to take on the attitude of success and achievement while undergoing emotional states.

> Fourth, set goals to improve graduate performance. This will ensure that students and their parents can be sure that they will be able to meet the requirements of the global labor market in order to pursue their chosen career in the future.

> Fifth, define the tasks that will help any professor or administrative staff to be satisfied with their work. The result is that, through the social and moral support of faculty and staff, their work is focused on student success, which they do with great enthusiasm and pleasure. They have a greater desire to explore more opportunities, innovate, and engage with students outside of class.

IR (institutional research) - Founded in Japan in 2010, it operates at many universities (Hiroshima, Kato, Yukaua 2010). This section examines the strengths and weaknesses of an organization and builds KPIs to address them in order to achieve a common goal. Such an office as a single mechanism is a key link in building the capacity of each university.

Application 1. Results of an online survey on KPIs, their impact and effectiveness
(1993-2012)

	Graduates rating	Employment rating	OSAP credit default rating
Institutional planning high impact	91% (10 out of 11)	45% (5 out of 11)	20% (2 out of 10)
In the admission of students application	73% (8 out of 11)	45% (5 out of 11)	9% (1 out of 11)
For special applications when determining the amount of payment application	0% (0 out of 11)	18% (2 out of 11)	0% (0 out of 11)
Use for other purposes	100% (11 out of 11)	82% (9 out of 11)	40% (4 out of 10)
Improving the performance of the institution effective factor	73% (8 out of 11)	55% (6 out of 11)	0% (0 out of 10)
Program-level activities an effective factor in improvement	80% (8 out of 10)	20% (2 out of 10)	0% (0 out of 10)

The study was conducted among 11 higher education institutions in Ontario.

Application 2

KPI Survey

(Example)

Question Answer

What is your expected result? _____

What is the significance of this result? _____

How do you rate growth? _____

How do you want to achieve the result? _____

Who is responsible for this result? _____

How do you determine if you have achieved your result? _____

How do you control the steps to achieve a result? _____

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