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Higher educational institutions analysis of development of staffing autonomy

Abstract. The article examines the dynamics of staffing autonomy by countries. Staffing autonomy is one of the four parts of the institutional autonomy of universities. The analysis of the autonomy rating of staffing will be devoted to the key problems of the development of institutional autonomy of universities, as well as to formulate actions to enhance the autonomy of the university.

Keywords: education, university, autonomy, staffing autonomy.

1. Introduction

Higher education is influenced by processes of systemic and institutional dynamics that dictate the need for change. In such circumstances, universities should find solutions that will allow them to retain themselves as an organization, to remain competitive and fulfill their own mission. Today, analyzing the tasks and challenges of university policy as a whole, important conditions for the development of universities are formed. First of all, it concerns the personnel policy, where the increased attention and emphasis are directed on the necessity to improve human resources management.

A purposeful and conscious approach to updating the personnel policy in the organization is justified by the growing pressure of environmental factors or internal organizational requirements of the Ukrainian university. Attention to employees as a key resource of competitiveness and long-term development of the organization in a dynamically changing, complex environment is - an important trend of modern management theory and practice all these aspects are of primary importance today for the higher education system. The contribution of universities to the creation of new directions of development directly depends on the degree of involvement and activities results of the faculty, which is facing new tasks in teaching, research, and providing educational services in general.

The purpose of the article is a theoretical and practical study of the main aspects of staff autonomy in higher education institutions.

Results. In recent years, many managers have become increasingly focused on the analysis and evaluation of one of the most valuable enterprise resources - the staff. The lack of highly qualified personnel unambiguously affects the results of the organization as a whole. This problem is especially acute in the educational sphere, where insufficient budget financing, low wages and social insecurity caused a significant outflow of qualified pedagogical personnel to various commercial including foreign structures, far from education.

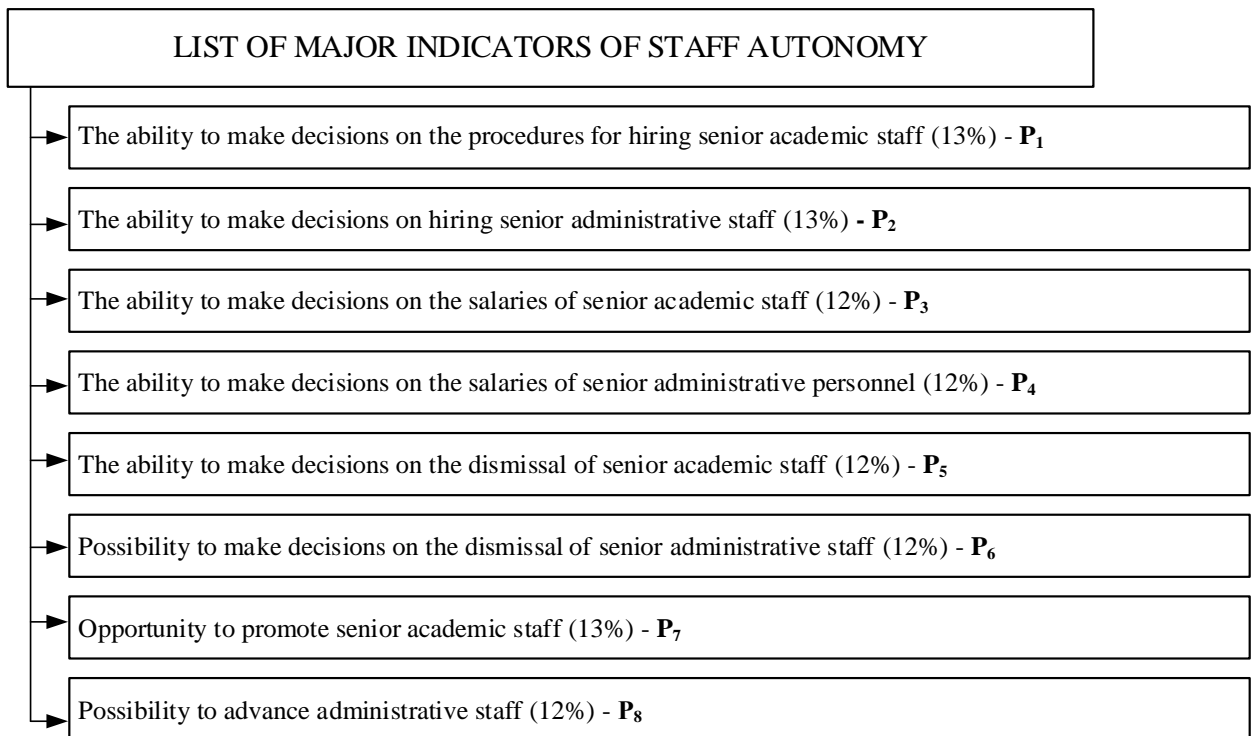
The created situation puts before the head of the educational institution the problem of not just maintaining the human potential, but also its analysis, assessment and development forecasting. In addition, in the existing system of market relations, it is necessary to have a clear idea of the position of the organization in terms of not only financial, but also personnel indicators.

The development of fundamental science and education is attributed to the strategic national priorities of the country along with the improvement of the population life quality, the achievement of economic growth, the development of culture, the provision of defense and security of the country. The development of the human resources potential of higher education, ensuring the continuity of scientific knowledge is attributed to one of the main directions of state policy in the field of science and technology development [3].

The European University Association has been monitoring and analyzing the state of institutional autonomy for several years in countries whose universities are members of this organization [5]. The study is conducted in 28 European educational systems (in some countries in Europe, within the same state, there are different systems of higher education) for the four main components of institutional autonomy: organizational, financial, academic and human resources.

Figure 1 presents a list of the main indicators of personnel autonomy, according to which countries are ranked.

Figure 1 The main indicators of staff autonomy evaluation



Source: compiled by the authors on the basis of data presented on the site <http://www.university-autonomy.eu/>

In Fig. 1 the dynamics of staff autonomy level (L_{HA}) for 2016 for the totality of countries is given [5]. The dynamics of indicators have a complex nature and form an intergrated indicator – that is the level of the university personnel autonomy, according to the following formula:

$$L_{HA} = \sum_{i=1}^8 P_i * d_i, \quad (1)$$

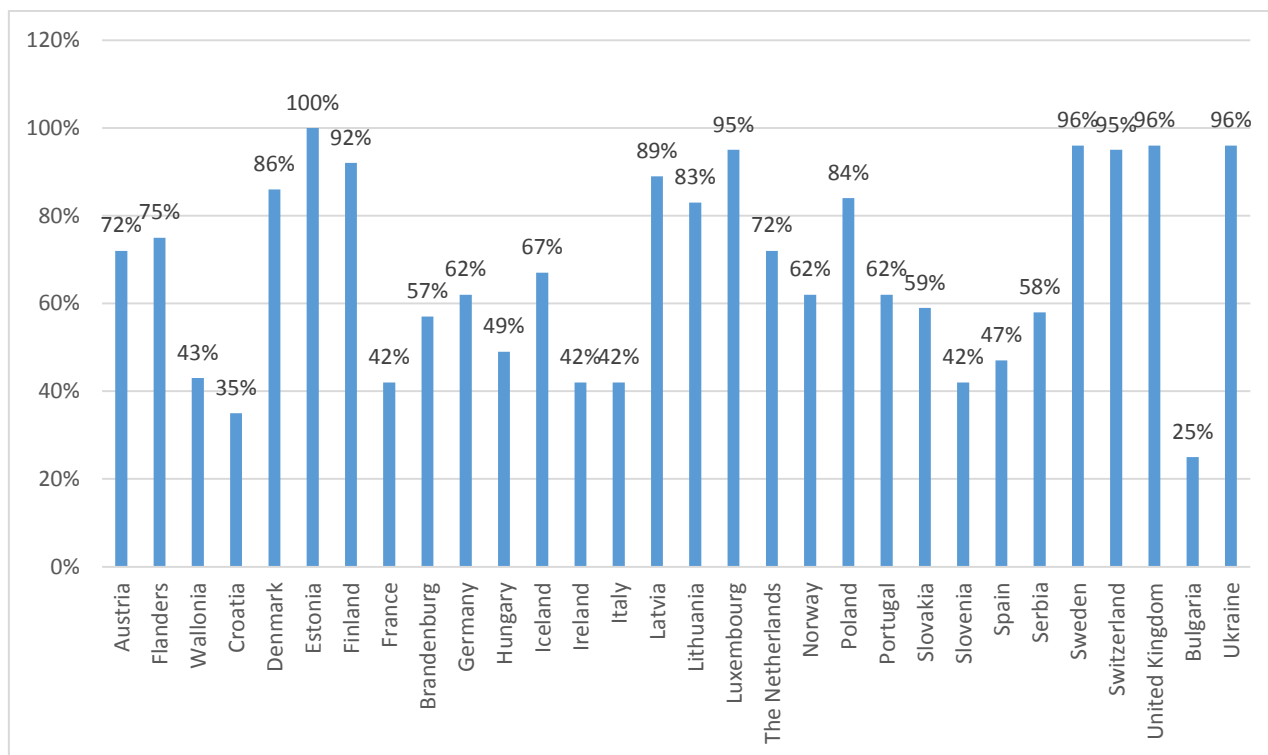
where LHA - is the level of staff autonomy;

Pi – is the indicator of personnel autonomy;

di - is the specific weight of the indicator;

At the same time, the implementation of traditional university schemes for the solution of personnel issues has its own specific features, which impose restrictions on the higher education institutions of rights.

Figure 2 Level of staff autonomy in 2016



Source: compiled by the authors on the basis of data presented on the site <http://www.university-autonomy.eu/>

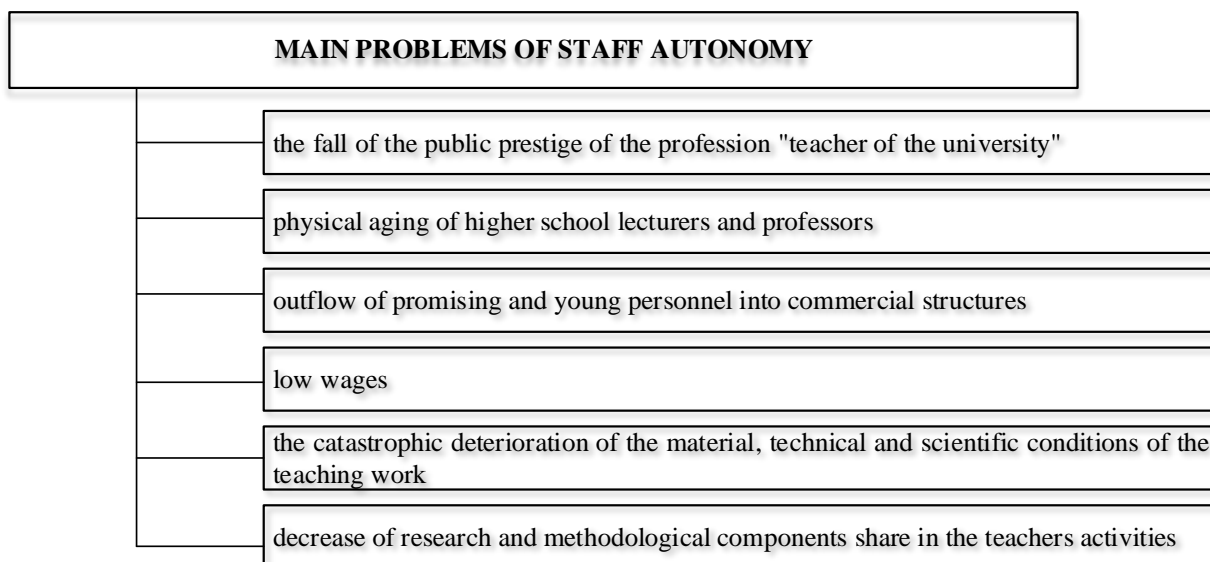
Analyzing the data presented in Fig. 2, we can say that in Ukraine the level of personnel autonomy is 96%, that is, the provision of human resources potential for higher education institutions are at a sufficiently high level.

Thus, the overwhelming number of European countries provides their universities with a high level of personnel autonomy. An obvious exception to the general rule is Greece, which has significant restrictions in freedom of making decisions on personnel matters. Formally, the procedures for hiring, firing and promoting academic and administrative personnel in Ukraine are not particularly different from European models of staff autonomy. At the same time, the implementation of traditional university schemes for the solution of personnel issues has its own specific features, which impose restrictions on the rights of higher education institutions [6].

The staff potential of the university reflects not only the teachers readiness to perform their functions at the moment, but also their potential in the long term, with regard to age, scientific and pedagogical qualification, practical experience, business activity, quality and effectiveness of activities, innovation, motivation level. With such understanding of human resources, this element of the university institutional autonomy should be adopted as one of the central objects of the university management system. However, at this stage of development and modernization of the educational services system in Ukraine, the staff autonomy of higher education faces many challenges.

A comparative analysis of the existing problems related to the staff autonomy of higher education institutions made it possible to formulate a list of the main problems to be solved [1, 2], this list is, presented in Fig. 3.

Figure 3 List of staff autonomy main problems



Source: compiled by the authors on the basis of data presented in the periodical literature

Investigating the list of problems presented in Fig. 3, it is possible to single out the main goal of the higher school personnel autonomy in Ukraine, which consists in ensuring the optimal balance of the processes of updating and preserving the numerical and qualitative the teaching staff in accordance with the aspirations and needs of the society, the system of higher professional education, the requirements of the current legislation, the state of the country's economy.

In order to have a high level of personnel autonomy management, it is first of all necessary:

- to activate and qualitatively transform the innovative ability of university teaching staff;
- to treat carefully generation of teachers, maintaining their professional activity;
- to support collegial culture of solving scientific and educational problems;
- to ensure transparency of rights and duties of all subjects of higher education system;
- to observe the rights of educational institutions autonomy in the decision of the personnel questions.

Conclusions. Thus, the educational policy of the state today must be based on understanding the importance of preserving, strengthening and reproducing the scientific and pedagogical staff of higher education. Modern education policy should be formed in accordance with a fundamentally new approach to determining its place and role in the process of social and economic transformation also the attention should be paid to training highly qualified personnel for participation in this process.

Considering that the processes of the higher education system development have a very long cycle, the personnel policy in this sphere should to be proactive and long-term. In order to get an effective result tomorrow, immediate action is urgently needed to develop the scientific and pedagogical potential of higher education. This policy must be based on the national interests of the country. Higher school is considered to be not only the main factor of the socio-economic,

intellectual and spiritual development of society, but also an important factor in the state survival and security. Therefore, the personnel policy of an individual university within the framework of its staff autonomy should promote the activation and qualitative development of the faculty, creating a variety of levels for increasing its work productivity.

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