



Achieving Greater University Autonomy by means of Innovative Human Resource Strategies

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• **CONTEXT**

- Since Kazakhstan signed up to the Bologna Declaration in 2010, there have been a series of reforms which have consolidated and accelerated the impact of the Bologna processes on Kazakhstani universities.
- For example, in 2018 the law on increasing academic and organizational autonomy came into force.
- Over half Kazakhstani universities (92/130) (OECD, 2018) have established governing bodies which have improved institutional autonomy

EUA's Prague Declaration (2009) presented 10 success factors for European universities in the next decade, which included autonomy

“Universities need *strengthened autonomy* to better serve society and specifically to ensure *favourable regulatory frameworks* which allow university leaders to design internal structures efficiently, select and train staff, shape academic programmes and use financial resources, all of these in line with their specific institutional missions and profiles”

Organisational autonomy	Financial autonomy	Staffing autonomy	Academic autonomy
<ul style="list-style-type: none"> • Introduce Board of Governors & shared governance • Inclusion and selection of external members in governing bodies • Capacity to decide on academic structures • Capacity to create legal entities • Selection procedure for the executive head (- Rector) • Selection criteria for the executive head (Rector) • Dismissal of the executive head (Rector) • Limiting the Term of office of the executive head – (Rector) 	<ul style="list-style-type: none"> • Length and type of public funding • Ability to keep surplus • Ability to borrow money • Ability to own buildings • Ability to charge tuition fees for national/EU students (BA, MA, PhD) • Ability to charge tuition fees for non-EU students (BA, MA, PhD) 	<ul style="list-style-type: none"> • Capacity to decide on recruitment procedures (senior academic/senior administrative staff) • Capacity to decide on salaries (senior academic/senior administrative staff) • Capacity to decide on dismissals (senior academic/senior administrative staff) • Capacity to decide on promotions (senior academic/senior administrative staff) 	<ul style="list-style-type: none"> • Capacity to decide on overall student numbers • Capacity to select students (BA, MA) • Capacity to introduce programmes (BA, MA, PhD) • Capacity to terminate programmes • Capacity to choose the language of instruction (BA, MA) • Capacity to select quality assurance mechanisms and providers • Capacity to design content of

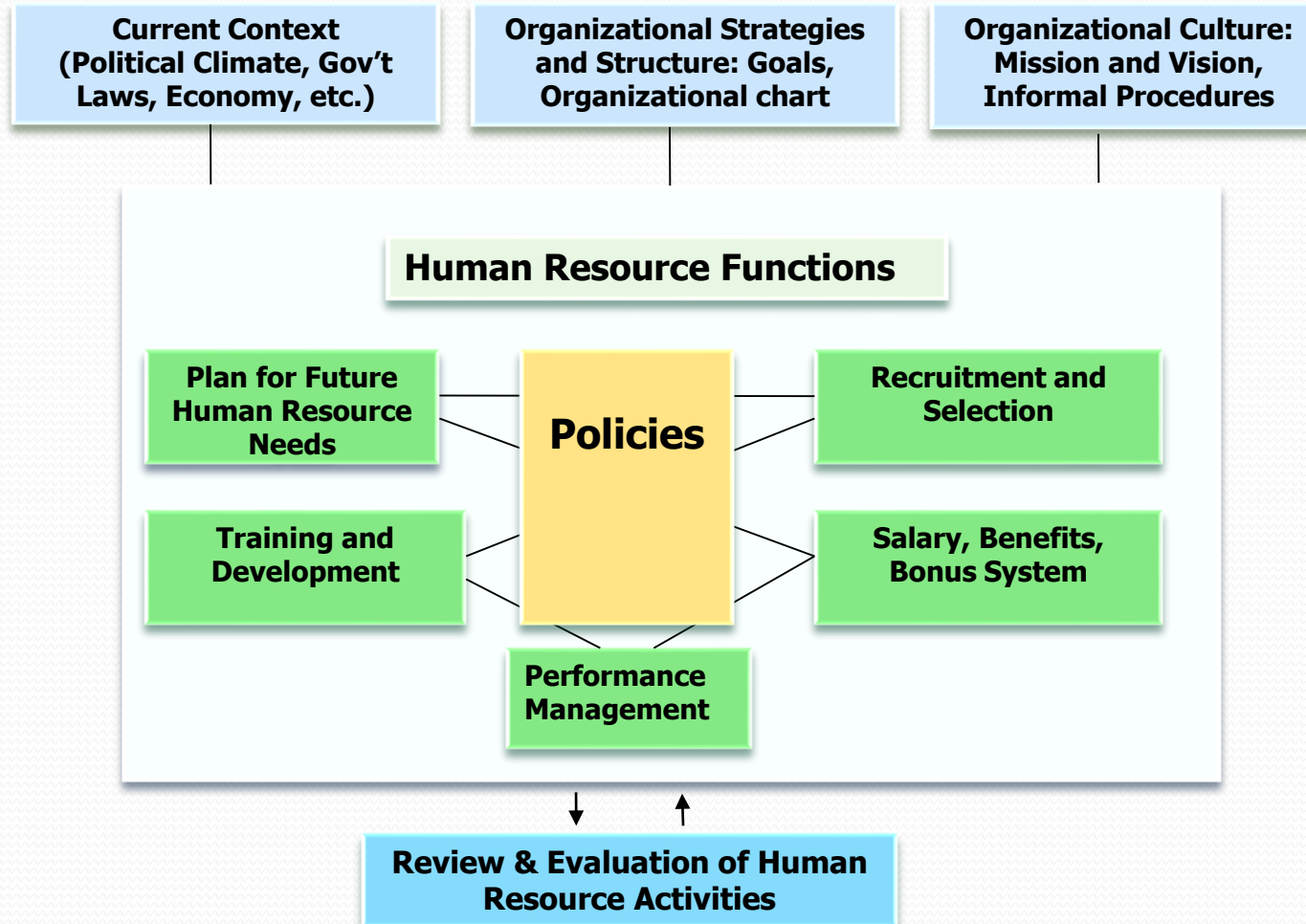
HRM: imperative

- A successful university needs:
- Academic staff that meets international and multi-disciplinary high quality research standards.
- Academics who are flexible and can adapt to undertaking a combination of teaching, research, administration, management and even technology transfer
- Needed: a *strategic academic staff planning policy*, in line with the aims of the research and education programmes in the faculties, and capable and dedicated support staff.

Shift from Personnel Management to HRM

Dimension	PM (old)	HROD (new)
Perspective	Short-term perspective	Long-term perspective
Behaviour referent	Norms/customs and practices	Values/mission
Managerial task vis-à-vis labour	Monitoring	Nurturing
Training and development	Controlled access to employee development	'Learning organizations'
Respect for employees	Labour is treated as a tool which is expendable and replaceable	People are treated as assets to be used for the benefit of an organization
Outlook	Cost-minimization	Maximum utilization

Slide 8: HRM MODEL



Standard practices include:

- Develop a 3- (or 5-) year Human Resource Development plan (or strategies) with institutional KPIs for people management and development, which could be cascaded to each individual member of staff, and which formed part of the University's Strategic Plan;
- A staff training plan (e.g. to include: induction for new staff; training and skill development; mentoring and coaching schemes, etc.) designed to prepare staff for future changes (e.g. curriculum innovations; internationalization processes; new degree award schemes);
- A staff management plan: that is, a strategy for the evaluation and review of departments against institutional KPIs and for individual staff performance against their individual KPIs;
- Transparent annual appraisal processes
- Disciplinary procedures
- Transparent salary structure (including dismissal procedures)
- Professional and transparent recruitment and selection procedures
- Published job descriptions
- Adequate career pathway for promotion and regrading
- Implementation of a staff reserve list awaiting vacancies
- Clear and transparent salary and incentives system
- Oversight of governance (as opposed to management).

Strategic Target 3. A system of staff management at international standard and staff development leading to a highly-qualified professional team

EXAMPLE OF GOOD PRACTICE: ITMO UNIVERSITY TARGETS: Changing from personnel accounting to HR management and **international recruitment**

	2013	2014	2015	2016	2017	2018	2019	2020
The percentage of researchers, teachers and managers transferred to an 'efficient contract', %	0	20	70	100	100	100	100	100
The number of job-seekers (under the age of 35) on the staff reserve list for employment, persons	15	40	120	150	150	180	200	200
The percentage of academics and managers completing their advanced training, %	10	10	30	35	35	35	35	35
The percentage of academics and managers having completed foreign language courses,%	0	5	13	15	17	25	30	35
The percentage of foreign professors, teachers and researchers on ITMO's staff, %	0,2	0,7	1,3	1,9	2,6	3,3	4,1	5

'Quick Wins' **previous year**

2013-2014:

Creation of HR and staff recruitment division with introduction of performance-related 'efficient' contract

- creation of waiting-list for manager and administrator posts (2014 = 20 young specialists under 35 years old)
- Selection of 10 leading foreign experts appointed to university management

The Role of Tempus IV in Modernisation

- Tempus IV specifically addressed the major challenges facing Central Asian universities; that is,
 - (i) increasing the countries' global standing and economic competitiveness;
 - (ii) updating the curriculum, especially in science, technology, the green economy;
 - (iii) addressing the challenge of societies in transition in the post-soviet era (especially with regard to university governance, student democracy, the regulatory and QA environment, etc.).
- All of these changes required innovative forms of HRM strategies.

Case Studies: The Impact of Tempus IV

- The adoption of new innovative international HR strategies resulting from participation in Tempus IV projects, and specifically stated in the interviews, were :
- Karaganda State University, Kazakhstan (Project **Educa**, 517504 JPCR);
- Al-Farabi Kazakh National University, Kazakhstan (**Eramis**, 159025 JPCR);
- Karaganda State Technical University (**gEngine**, 517170 JPCR);
- Almaty Institute of Energy and Communication (**Masters in Engineering-Economist in Energy and Sustainable Development**, 144747 JPCR); and
- Kazakh-British Technical University, Kazakhstan (**Cibeles**, 511172 JEP).

Conclusions 1

- The shift to dynamic HR management strategies became an inevitable by-product of signing up to Bologna.
- Old university systems simply had to change to accommodate new forms of curriculum development and delivery (including the Bologna cycle of degree awards; and dual and double degrees)
- New forms of international staff mobility, accreditation and transfer systems
- New accounting systems and new types of staff appointments, including engaging more staff from other countries.

Conclusions 2

- Major changes have come about by a 'push-pull' factor:
- On the one hand, the 'push' factor has been the important government-led reforms implemented across the Kazakhstan University system, such as the move to a competence based system in 2016, leading to changes in HR practice.
- But there has also been a 'pull-factor' whereby universities and many of the staff in them drove the changes themselves by their strong desire and motivation to participate in European projects and follow the requirements
- In Tempus IV, this meant adapting their processes, training and professional outlook to new ideas and new ways of working internationally.