

РЕЙТИНГОВАЯ СИСТЕМА КАК ЭЛЕМЕНТ УПРАВЛЕНИЯ ЧЕЛОВЕЧЕСКИМИ РЕСУРСАМИ В ВЫСШЕЙ ШКОЛЕ

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Описывается функционирование рейтинговой системы в Республике Беларусь, Российской Федерации и ряде европейских стран, таких как Польша, Португалия, Испания, где рейтинговые системы разработаны с учетом региональных и национальных особенностей традиций высшей школы. С опорой на материалы международных форумов по вопросам высшей школы выявляется ряд паттернов, которые расширяют представление о рейтинге и особенностях его функционирования в различных образовательных центрах европейских стран, а также Республике Беларусь и Российской Федерации. Лиссабонская стратегия продолжила и углубление в практику ориентирования на экономику базовых знаний (*base knowledge economy*), где решающее место отводится оптимизации кадрового потенциала высшей школы в подготовке высокопрофессиональных специалистов.

Ключевые слова: высшая школа; рейтинговая система; контракт; трансформационные процессы; рейтинг кафедры; человеческие ресурсы; индивидуальный рейтинг; управление человеческими ресурсами; рейтинг как инструмент; экономика базовых знаний.

RATING SYSTEM AS AN ELEMENT OF HUMAN RESOURCE MANAGEMENT AT TERTIARY LEVEL

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The article describes the functioning of the rating system in the Republic of Belarus, the Russian Federation and in a number of European countries such as Poland, Portugal, Spain, where rating systems have been developed taking into account regional and national characteristics of the traditions of higher education. The authors, relying on the materials of international forums on higher education, discovered a number of patterns that broaden the understanding of the rating and

Образец цитирования:

Богущ ТА, Сельверстова СЕ, Максимук ЕГ. Рейтинговая система как элемент управления человеческими ресурсами в высшей школе. *Журнал Белорусского государственного университета. Социология*. 2020;4:71–78 (на англ.).
<https://doi.org/10.33581/2521-6821-2020-4-71-78>

For citation:

Bogush TA, Selverstova SE, Maksimuk EG. Rating system as an element of human resource management at tertiary level. *Journal of the Belarusian State University. Sociology*. 2020;4:71–78.
<https://doi.org/10.33581/2521-6821-2020-4-71-78>

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the peculiarities of its functioning in various educational centers of European countries, as well as in the Republic of Belarus and the Russian Federation. The Lisbon strategy also continued deepening into the practice of focusing on the base knowledge economy, where a decisive place is given to optimizing the human resources of higher education institutions in training highly qualified specialists for such an economy.

Keywords: tertiary level; rating system; contract; transformation processes; rating of department; human resources; individual rating; human resource management; tools rating; base knowledge economy.

Introduction

From century to century society is changing, moving from one state to another and transformational processes are produced. Transformation (lat. *transformare* – to transform, transform; *trans* – through, through – the first part of the compound words, conveying the meaning of movement through some space, crossing it; transfer through something) means literally the transformation of form as a result of changing content. Social transformation is the result of a set of concentrated and directed social changes, expressed in the transformation of the system¹. Sociology distinguishes several types of mechanisms of social transformation: evolutionary and revolutionary mechanisms (changes that can be natural, forced, violent); progressive and regressive mechanisms (when progressive changes take the system in society to a higher level, and when regressive changes take social systems to a level or several levels lower) imitation and innovation mechanisms (imitation is observed when obsolete mechanisms and elements of social system are applied); and the use of the social system to achieve the goals and ideals of the society². Thus, transformation processes affect not only society as a whole, but also various spheres and sectors of life. These can be spheres of economy, management, education, culture, etc. The reasons for transformation processes are different and can be both positive and negative. The same applies to the consequences of

transformation processes. In order to ensure that transformational processes do not lead society into decline, changes need to be guided (although this is not always possible). In the following, transformation processes in education through governance, namely faculty performance rating, will be considered, the works of researchers of this problem will be reviewed, which will help to trace the transformation in the field of governance.

The rational application of abilities, forces and knowledge of individuals under certain conditions of functioning institutions and organisations has become one of the most studied topics in such sciences as sociology of management, sociology of work, psychology of work, as well as in a number of disciplines – organisation theory, theory of organisational change, organisational behaviour, human resource management, etc. Also within the study of this topic is considered the formation of management culture, which provides the conditions necessary to improve the performance of the personnel of any organization. That is, within human resource management, there must be motivation that will improve employee performance. And consequently, will contribute to the growth of the rating of the organization, the institute as a whole. In determining the performance, clear criteria should be set, according to which the final outcome of the employee's performance will be carried out in the future.

Main part

The basic principles of the school of scientific management (F. Taylor, Frank and Lillian Gilbreth, H. Emerson and H. Ford) are creation of optimum methods for carrying out work based on the study of time, effort, movements, etc.; absolute adherence to defined standards; selection, training and assignment of personnel to jobs where they will produce the greatest output; payment according to results; management functions act as a separate professional activity; maintenance of friendly relations between workers and managers³.

The notion of «human resources» was for the first time mentioned in C. I. Barnard's «The Functions of

Manager» (1938). This work reflects author's views on the management process, the problems of cooperation of human activity and the functions of a leader themselves [1, p. 100]. Since the 1960s, the terms «human resources» and «human capital» have become firmly established in scientific terminology in the West, mainly in relation to organisational and industrial (industrial) psychology. The category was first used in 1961 by Nobel laureate T. Schultz, who described human capital as follows: «...all human abilities are either innate or acquired. Every human being is born with a specific gene syndrome that determines his or her innate abilities.

¹Modern modernisation of Russia [Electronic resource]. 2020. URL: <https://moodle.kstu.ru/mod/book/view.php?id=17832> (date of access: 14.11.2020).

²Трансформации социальных систем [Электронный ресурс]. URL: https://spravochnik.ru/sociologiya/transformacii_socialnyh_sistem/ (дата обращения: 14.11.2020).

³Школа научного управления [Электронный ресурс]. 2020. URL: <http://www.grandars.ru/college/ekonomika-firmy/shkola-nauchnogo-upravleniya.html> (дата обращения: 25.01.2020).

Characteristics of the acquired quality of the population, which have value and can be enriched through proper investment, we will consider as human capital» [2, s. 9]. Polish researcher M. Bartnicki considers human capital to be people who are permanently associated with an enterprise and its mission, possessing cooperation skills, creativity, qualifications as well as motivation, competence and acumen [3, s. 12].

The division into general and specific human capital was introduced into management theory by G. Becker. According to G. Becker, this division is necessary in order to properly manage the human capital of an enterprise. General human capital is, for example, the knowledge of a process which is widely used in different enterprises, while specific, or human-specific capital is the knowledge of a process which is used only in a particular company. T. Davenport defined human capital on the basis of its constituent elements, i. e. abilities together with behaviour, effort and time. He presented this definition using a mathematical formula [4, s. 179].

The 1990s and the beginning of the 21st century are, for researchers studying changes in the global economy, primarily a period of formation of a new economy, called the knowledge-based economy. Numerous publications on the subject emphasize that in highly developed countries a new economic course is becoming increasingly clear, in which knowledge is becoming the main factor of production and is increasingly used at all levels in society. Knowledge, in turn, is inextricably linked to the employees who create and disseminate it [5, s. 189]. The knowledge-based economy has from now on become the guiding principle in thinking about the meaning of human capital. The founding document on which the European community is currently basing its work on human resources is the Lisbon Strategy, revised and supplemented in 2020. The aim of the Lisbon Strategy, announced in 2000, was to create an efficient and competitive economy based on scientific knowledge and highly skilled workers. Education and research are considered as the cornerstones of the economic growth and the job creation for the Lisbon Strategy proposed by the European Union. Therefore, understanding the transmission channels of the educational investments to the society is important to inform policymakers and students about the benefits and opportunities associated with the acquisition of human capital [6, p. 111]. Its logical continuation was the Bologna System, which aims to synchronize the higher education systems existing in European countries and to develop common approaches to the quality of teaching and the level of training of graduates. T. Sánchez-Chaparro, V. Gómez-Frías, Ó. González-Benito note: «Quality assurance in higher education is one of the cornerstones of the Bologna agenda and the Lisbon strategy, which aims at establishing the world's most competitive knowledge economy» [7].

From the aforementioned, we can see that there is a transformation taking place in the governance system. Researchers have been trying to find and describe approaches that will improve the quality of the management process over time. In addition, it is becoming important to use human resources rationally to get more results. Thus, for example, the existing effective contract in Russia and the rating system of teacher performance evaluation in Belarus meet some of the provisions of the school of scientific management. Namely: absolute adherence to the developed standards (there are a number of normative documents which regulate the work of these programmes and based on which they are implemented); selection, training and allocation of staff to the jobs where they will bring the most results; payment according to the results of work.

At Minin University, within the framework of the personnel development management project, employees are assessed on a regular basis in order to determine their capabilities, to establish employee competence, to make informed decisions regarding the stimulation, promotion, dismissal and development of employees, to select candidates who will meet the requirements. At the moment, performance evaluation is based on: individual rating, activities of scientific-pedagogical employees, system of key performance indicators of KPI matrix (i. e. indicator of achievement of results in a certain activity that can be quantitatively measured), requirements of effective contract. S. K. Kuritsyn writes: «...the relevance of creating a personnel development system is due to the objective reasons of strategic development of a university: achieving goals requires the integrity of plans and specific actions in the field of personnel as the main resource of the organization; it requires developing a personnel development strategy and coordinated mechanisms for staff performance evaluation, effective for each particular stage of management, which is a key element of the personnel development system» [8]. The above stated on Minin University can help to change the process of staff work in the university, contribute to the development of the employee, also allow more effective solution of strategic objectives and what is important, if possible, will take into account not only the interests of the university, but also the interests of employees.

The level of a lecturer or the quality of teaching in a sense shows the quality of the university, i. e. the lecturer reflects the university. When a university offers low quality services, its performance becomes lower quality, duties are performed only on a formal level, there is no interest in both teaching and research, then consequently the university loses out in competition and may eventually disappear altogether. As students gradually leave for universities with higher rates and university employees who are interested in teaching and research also prefer the university where they can fulfil their desires under good working conditions.

An effective contract can ensure the achievement of objectives by both teaching staff and university management with minimum costs for both parties. Thus, foreign experience shows that research universities require a high level of teacher training. Teachers themselves are research-oriented, which subsequently helps to transfer experience to students and develop particular areas of society. Which consequently leads to transformation.

A. A. Kuznetsova and V. B. Nikishina actualize the issue of feasibility and criteria of effective contract in higher education. In Russia higher education is being modernized within the framework of the National Project «Education» and since no visible results on changes in the education system are observed, the effective contract in the course of this project acts as a way to transform higher education. The purpose of this contract is to improve the quality of the teacher's performance by changing the remuneration and incentive payments. In connection with the transition to an effective contract it is possible to solve such problems, as preparation of the qualified personnel according to the requirements of the labour market and employers; higher education institutions will act as the centre of innovative development; the transition of domestic higher education to the world market. However, the solution of these tasks does not exclude a number of problems, namely: there are no common requirements and criteria for assessing the effectiveness of professional activity; it is not clear how the final result of teachers' work will be calculated; it is difficult to assess the results of teachers' work – some teachers have publications, articles, while others have lectures and seminars [9].

Researchers say that an effective contract should contain such basic conditions as the amount of remuneration, acceptable control over the results of work by the employer, availability of professional ethical norms that ensure decent behaviour of the employee. A. A. Kuznetsova and V. B. Nikishina also consider the effective contract as a tool that will contribute to an optimal remuneration system. The criteria that will form the basis of an effective contract will be determined by higher education institutions themselves based on the specifics of the university, the requirements of the professional standard and the criteria of world rankings. An effective contract of a teacher should contain: bibliometric indicator of the teacher (Hirsch index in the citation systems Russian Science Citation Index (RSCI), Web of Science (WoS), Scopus, the number of citations during the reporting period); the number of articles, publications that are included in international databases of scientific citation – WoS, Scopus, Russian journals that are included in the list of the Higher Attestation Commission (HAC) of the Russian Federation; teaching and learning materials, textbooks, monographs, including electronic version; participation in conferences, grants; scientific and educational work with students. Thus, A. A. Kuznetsova and V. B. Nikishina came to the

conclusion that an effective contract is convenient to use to distribute priority goals of the university in order to rationally use the available resources of the institution itself and the work and results of the teachers themselves [9].

Thus, the main goal of such an effective contract is to increase the performance of a higher education institution. However, the development of this contract should take into account the strategic goals and objectives of the university. The evaluation of the activities of university teachers is carried out according to the indicators of teaching, teaching-methodological, scientific, social-educational work and innovation activities. The need to organise teachers' performance evaluation is an element of information support to the university management for further managerial decision-making regarding the teacher. The authors of the reviewed articles believe that the main purpose of an effective contract is to improve the quality of teacher performance, through changes in remuneration, through the application of incentive payments.

S. Yu. Trapitsyn notes that the renewal of theoretical views and practical actions to create a system of quality assessment of teaching staff performance in universities is determined by the increasing integration of Russia into the European educational space and the emergence of prerequisites for developing comparable criteria and methodologies for assessing the quality of education. Insufficient scientific and methodological support of the process of rating system development, lack of experience in its implementation often result in formal assessment of teachers' work, fragmented use of methods and tools for diagnostics of their potential and creative activity, adoption of inappropriate managerial decisions, thoughtless copying of well-known examples etc. The author says that assessment of teacher performance includes the following problems: how to assess the quality of specialists' training (and its effectiveness); how to assess the faculty's contribution to this quality (effectiveness of teaching activity); how to assess the share of a particular teacher in this contribution. In order to establish quality forms and methods of assessing teachers' performance, one is urged to refer to the experience of foreign countries, to analyse one's own activity [10].

In the Republic of Belarus there is no additional agreement as an effective contract. Nevertheless, Grodno State Medical University, Belarusian State University and International University MITSO have such a system. Next, let us consider the rating system on the example of Yanka Kupala State University of Grodno.

The main purpose of the rating system for teaching staff is: the implementation of goals and objectives of the Yanka Kupala State University of Grodno Strategy for 2016–2020; promotion of compliance with state requirements to the level of qualification and activities of the teaching staff; based on the formation in the Yanka

Kupala State University of Grodno motivation and motivation of the teaching staff. To improve the staffing of educational, training and research processes; to set ways to improve the effectiveness of research, training and educational activities of teachers to develop tools for objective assessment and self-assessment of the level of performance of professional duties; to stimulate those activities that correspond to the priority areas of development of the university in the sphere of education, training and education.

In addition to the individual rating, the university also maintains the rating of departments. As for the individual rating of teachers, the full-time employees of Yanka Kupala State University of Grodno participate here from among the teaching staff (does not include teachers who work on a part-time basis). Each year on the basis of the rating assessment of the teacher's performance in the previous calendar year the employee is assigned an individual rating index. In order to assign such an index, a rating classification of the teaching staff is based on the rating assessments of the teaching staff each year. The rating index is assigned in such areas as academic activities, research and innovation activities, internationalization, ideological and educational work, social activities, activities of the head of department (head of unit). For these types of activities teachers are assigned points. For professors who work on a part-time basis, points that relate to the performance of duties of the department's teacher are taken into account. The points received for all criteria are summed up. Performance of employees is classified by the following indices: *A* – high performance; *B* – successful performance; *C* – normative performance; *D* – insufficient performance; *E* – low performance. A faculty member is assigned a rating index for one calendar year. Regarding the rating index of departments, it is based on individual rating assessments of core and substitute teachers, as an average value of rating assessments of department employees from the teaching staff. The rating index of the departments is as follows: *A* – high performance; *B* – normative performance; *C* – low performance. Just like the individual faculty rating, the rating of departments is carried out annually for the whole university⁴.

Index *A* is assigned to the teachers who have achieved the highest results for the calendar year, namely for awarding the degree of doctor of sciences; for awarding the state award, prize, honorary title of the Republic of Belarus; for creation and organization of work of subjects of innovative infrastructure of Yanka Kupala State University of Grodno and (or) small innovative enterprise. As well as managers (responsible executives) for the performance of work on the export

of knowledge-intensive products and services (work on the implementation of the economic contract). Index *B* is assigned to teachers, in relation to whom a decision was made to award an academic degree of candidate of sciences; to teachers, who are included in the Republican Data Bank of gifted youth; to teachers, who occupy the first 10 places among teachers of Yanka Kupala State University of Grodno in Google Scholar citation rating, as well as to those, who are full members and corresponding members of National Academy of Science of Belarus, who have the title of honoured, the title of World Champion, Olympic Champion. As well as teachers the index *B* is assigned to managers (responsible executors) for work on export of high technology products (works on the implementation of the economic contract). The *C* index is assigned to teachers who have worked less than 300 calendar days in a calendar year and have high rating grades. Index *E* is assigned to teachers who have less than 800 points. Index *D* is assigned to the rest of the teaching staff. A department is also assigned a rating index: index *A* is assigned to departments that have the highest ratings; index *B* is assigned to departments that have ratings not lower than the basic level at the university; index *C* is assigned to departments that have ratings below the basic level at the university⁵. Thus, at Yanka Kupala State University of Grodno the rating system is clearly elaborated for a particular educational institution. It corresponds to the goals and objectives of the university strategy and is applied only in Yanka Kupala State University of Grodno, unlike the effective contract in Russia. The effective contract is introduced throughout the country and should be in every university in the country, while it does not have a clear elaboration for each individual university, but only a typology of such a contract.

There is an ongoing monitoring of employee performance (this does not only apply to universities). In order to better organise university activities, the administration seeks to monitor the performance of its staff in order to improve the quality of education. It is assumed that a rating assessment will help to motivate the teaching staff. To this end, criteria are developed to assess performance: in foreign countries the emphasis is placed on the teaching component, in Belarus (Yanka Kupala State University of Grodno) the rating assessment includes, apart from teaching activities, scientific and innovative activities, ideological and educational work, public activities, the activity of the head of the department (head of the department). It is in these areas that the rating assessment of the activities of the teaching staff is carried out.

Universities have been transformed over time. Previously, the university simply provided knowledge and

⁴Положение о рейтинге работников из числа профессорско-преподавательского состава [Электронный ресурс]. 2020. URL: https://intra.grsu.by/files/pps/2020/prikaz_05-09-2019-1163.pdf (дата обращения: 21.11.2020).

⁵Методика присвоения рейтингового индекса при проведении рейтинга работников из числа ППС [Электронный ресурс]. 2020. URL: https://intra.grsu.by/files/pps/2020/prikaz_13-05-2020-449-2.pdf (дата доступа: 21.11.2020).

depended on society and the church. A common culture was formed there. Later on, the university (especially in Europe) is essentially a separate structure with its own laws and rules. Closer to the 20th century, university not only transmits knowledge further, but also starts to actively participate in the development of society, promotes progress. By the 21st century, the structure and tasks of universities become more diverse and complex. The organisation of university work becomes more extensive. In addition to imparting knowledge, the university seeks to earn money to implement the research process and work in general. Fierce competition demands being flexible in organising the educational space, being market-oriented, introducing virtual forms of learning, building and maintaining its image and brand. Nowadays, the university is similar to any company, as it is quite concerned with profit, product, customers, market share, etc. [11].

In the European literature, the problems of the most representative methods of assessment of research and teaching personnel in terms of their impact on the quality and competitiveness of tertiary level have been in the focus of research during the last decades. In particular, the Spanish authors T. Sánchez-Chaparro, V. Gómez-Frías, Ó González-Benito undertook a study of educational attainment and marketability in 163 French higher education institutions. The aim of this study was to see how these institutions position themselves and what role the qualifications of higher education teaching staff play in this presentation. They note in particular: «The case of higher education in engineering in France Extensive literature up to now has addressed quality assurance as a regulatory and policy mechanism and has presented quality assurance and market forces as antagonistic. However, what policy-makers in the field fail to see is that the ‘official’ quality assurance processes also have implications in terms of competition. Indeed, higher education institutions are using the results of these, in principle aseptic, non-market-related evaluation processes, as a way to achieve competitive advantage» [7]. In this study, statistical methods were used, revealing the potential of this kind of research to assess the human resource potential of higher education and its competitiveness in the market of educational services. Researchers, in particular, note: «The institutional websites of 163 higher education institutions have been analysed through code-based content analysis techniques and Multiple Correspondence Analysis. This study shows that the analysis of institutional websites can be used as a tool to gauge the importance of the different dimensions of quality assurance for higher education institutions in a given national system. Furthermore, a clear association has been found between the ranking position of an institution and its communication behaviour. The results have been interpreted in the light of Neoinstitutional Theory and Porter’s generic competitive strategies. Practical implications for quality assurance practitioners and

managers at higher education institutions have been highlighted» [7]. Statistical methods are in fact the basis for a ranking system in European higher education institutions today. This system has been under development for two decades and in our opinion is still imperfect. It is multi-level, rather complex, and the prevalence of statistical indicators often does not allow to assess the real value of a particular teacher’s contribution to the development of the educational process. The shortcomings of the rating system are recognised by the European academic community, as can be seen not only by the significant number of studies on the subject, but also by the fairly frequent changes and amendments made to the system for the evaluation of faculty ratings in higher education institutions. These findings can be illustrated on the basis of a brief analysis of the state certification system for higher education institutions and teaching staff in force in Poland.

The formation of a human capital rating system for tertiary level in Poland has been underway for fifteen years. The process was initiated by the Ministerial Conference of the Bologna Process countries in Bergen in 2005. During the implementation of the Bologna Process, much attention has been paid directly to the quality of education in academic units, and one of the priority objectives for the coming years has been identified as the intensification of European cooperation in the field of quality assurance, taking into account the development of comparable criteria and methodologies. In line with the above, the ministerial conference in Bergen adopted standards and guidelines for quality assurance in higher education proposed by ENQA (European Association for Quality Assurance in Higher Education) [12, s. 15]. Pursuant to these decisions, Poland has developed a multi-level system for evaluating higher education institutions and teachers, which has been actively implemented since 2009. The system is currently enshrined in the Law of 20 July 2018 on Higher Education, which entered into force in September 2020. Its main components are the attestation of higher education institutions by the Polish Accreditation Commission; the annual evaluation of the scientific and pedagogical activities of higher education units carried out by the academic community of the given institution; and the individual attestation of teachers.

The attestation of higher education institutions is carried out for the purpose of accreditation, confirming the licence to provide educational services. The Polish Accreditation Commission is composed of the most respected representatives of the academic community. According to its declared mission, «the Polish Accreditation Commission is an independent institution that works to ensure and improve the quality of education. The main objectives of the Commission’s activities are: to take care of compliance with the quality standards adopted for higher education, relating to the best practices in the European and global network of educational space, as well as to assist state and non-state higher

education institutions in improving the quality of education and the creation of a culture of quality. These actions aim to ensure that graduates of Polish higher education institutions have a high position in the domestic and international labour market, as well as to increase the competitiveness of Polish universities as European institutions»⁶. The attestation is conducted once every four years and analyses the methodological support of the educational process, the results of scientific activity, the level of students' training by means of sample examinations and the examination of diploma papers. The Commission's conclusions are the basis for maintaining, increasing or decreasing the rating of the educational institution, and in some cases – forfeiting the license for training in certain specialties or closing a higher education school.

The scientific activities of the units of a higher education institution are assessed on an annual basis. It should be noted that this practice exists mainly in state higher education institutions that have budgetary subsidies for scientific research. The main purpose of this assessment is to stimulate the research activities of teachers by allocating budgetary funds to those departments that carry out the most active and highly professional research work. In this case, information on the work of a department, institute or faculty is submitted by their heads, and in addition to statistical data on the number of publications or projects, issued patents and other forms of scientific work, their level, especially international recognition, is taken into account.

The most complex and multilayered process is that of teacher ranking. Since in Poland, as in other European countries, one of the main principles is the autonomy of educational institutions and the state regulates only some areas of higher education functioning, the academic community of higher education institutions themselves regulates the procedure and criteria for the evaluation of teaching staff. According to the Higher Education Act 2018, a teacher, other than the rector, is subject to periodic assessment. The periodical evaluation may be positive or negative. The evaluation shall take place at least once every 4 years or at the request of the rector. The criteria of periodic assessment for particular groups of employees and types of positions, as well as the mode and organisation of periodic assessment shall be determined by the rector after consultation with the senate, trade unions, student government

and local postgraduate student government. The criteria shall be submitted to the academic staff member prior to the beginning of the period to be assessed. The HEI shall allow students and postgraduate students to be assessed by an academic staff member at least once in an academic year in relation to the performance of his or her teaching duties. In case of a negative assessment, the subsequent periodic assessment shall take place not earlier than 12 months after the end of the previous assessment⁷. A special commission consisting of the most competent teachers, representatives of the trade union and student government shall be established to conduct the assessment. When assessing a teacher, the following parameters are taken into account: the level of scientific activity; the level of didactic work; public activities and activities to maintain the image of the HEI. The main role in this assessment is played by the academic activity of a teacher – the number and rating of publications, management and participation in research projects, patent activity, editorial and review work, etc. This evaluation is based on the data of the academic library (a database of publications with a paragraphing according to their rating), the research department and the documents submitted by the faculty member himself/herself. The assessment of the publication ranking is conducted on the basis of the index in the ORCID database and taking into account the list of indexed publications approved by the Ministry of Education. Assessment of the level of teaching is carried out on the basis of submitted programmes of author's courses and the teacher's rating with students (based on an anonymous questionnaire). Evaluation of social activities is carried out on the basis of the information provided by the teacher on participation in self-governing bodies, public organisations and partnerships, as well as media appearances and other similar activities.

In our opinion, this system of teacher evaluation differs from the one practiced in Belarusian universities in the greater role of the academic community, as well as in the active participation of the teacher himself/herself in the presentation of his/her work results. In this case, the administration, including the Ministry of Education, performs only regulatory and coordinating functions, leaving the control and direct evaluation of the rating to the academic community itself, including students.

Conclusion

The presented domestic, Russian and European theoretical concepts allow us to talk about positive, constructive changes and innovations in higher education in the rating system based on the Belarusian and fo-

rein experience. This will allow us to maximally target and transform our own achievements in the field of the rating system in relation to the Lisbon strategy. Rating assessment is a tool that enhances the competitiveness

⁶PKA Misja [Electronic resource]. URL: <https://www.pka.edu.pl/o-pka/misja-pka/> (date of access: 14.11.2020).

⁷Ustawa z dnia 20 lipca 2018 r. // Prawo o szkolnictwie wyższym i nauce [Electronic resource]. URL: <https://www.arslege.pl/prawo-o-szkolnictwie-wyzszym-i-nauce/k1741/s12927/> (date of access: 14.11.2020).

of teachers. The experience of introducing a rating system in the Republic of Belarus, the Russian Federation and Europe shows that such a system allows tracking, optimizing the activities of the teaching staff and orienting it towards a creative approach to teaching. To increase the performance of the institution of higher

education, the administration seeks to control the work of its staff in order to improve the quality of education. The rating system acts as a management tool that helps to stimulate the teaching staff, to analyze their activities, based on the results of this assessment, the administration makes decisions about teachers.

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