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EFFICIENCY AND QUALITY OF UNIVERSITY'S PERFORMANCE: FACULTY OPINION

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Abstract: *The article dwells upon the issue of the quality and efficiency of higher education and presents the results of the survey which determines the readiness degree of the University teachers and management to the effective contract introduction. The contractual relationship is to be discussion based and similar to the social contract which is possible only if the upper and lower parts of the University structure will combine their efforts and effectively cooperate. The synthetic and multi-faceted socio-economic character of efficiency makes the development of practice-oriented tools for performance management of the University a burning issue.*

Keywords: *quality, quality of education, quality assurance, sociology of education, customer feedback, internal customer satisfaction assessment*

1. Introduction

The problem of ensuring Russian higher education (HE) efficiency and quality, enhance the competitiveness of Russian universities in the last few years is the focus of the country's leadership and the academic community activity. Since 2012 the Ministry of Education and Science of the Russian Federation have organized regular monitoring of university's performance. The task of it sounds like: Russian universities must be in the leading world University rankings and the quality of Russian HE must become competitive at the international level. A system of national rankings of universities actively development, interest in professional-public accreditation of educational programs (including international programs) has increased, there

have been changes in the procedures for the accreditation of higher education institutions (HEI).

However, according the monitoring results carried out in 2012, 2013 and 2014 and positions the Russian universities demonstrating in the global rankings of universities, show insufficient activity of Russian universities and their management systems. In addition, the methodology and the results of the evaluation of higher education institutions effectiveness cause quite a mixed reaction of the most public institutions, and criteria and indicators used for the assessment of were subjected to violent criticism. Many universities in Russian Federation were unprepared to evaluate the effectiveness of their performance.

2. Theoretical background

Economic theory, management, pedagogy of higher education, sociology of education

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present a certain amount of scientific knowledge and progress in the development of criteria and indicators for assessing the efficiency and quality of HE performance. Besides, the theory and practice of management has considerable experience in the performance management based on key performance indicators (KPIs), that formed the basis of a number of management concepts such as: Management by Objectives (Drucker, 1954); Management on the basis of an economic value added (EVA) (Stern *et al.*, 1990); Efficiency Pyramid (McNair *et al.*, 1990); Balanced Scorecards (Maisel, 1992); Effective Progress and Performance Measurement) (Adams and Roberts, 1993); Balanced Scorecard (BSC) (Kaplan and Norton, 1992); Total Performance Scorecard (Rampersad, 2003) and others.

It is important to use a systematic investigations of the indicators used in the leading international rankings of universities (ARWU, THE, QS, and others).

An original approach to the analysis of HEI efficiency was offered in the research project "Analysis and improvement of the mechanism of economic management of the University" (2004), that investigated the activities of six Russian universities, chosen for the high result of activity and/or information about the availability of non-standard management decisions, allowing them to grow faster.

However, the possibility of applying the above approaches to manage efficiency of modern universities activity are still not enough studied, and attempts to use them without serious scientific study and adaptation to the specifics of Russian universities are generally not successful. This determines the relevance of further research in this subject area.

Efficiency – it is synthetic and multi-faceted socio-economic category that fall within the subject area of different scientific disciplines that acts as the basis for conducting interdisciplinary research of this

phenomenon. The general objective of these studies should be considered as the development of practice-oriented tools for performance management of the University.

The teacher's readiness for working in the new environment of University is the most important condition for the increasing of Russian universities performance efficiency. One of the problems here is that individual contributions in ensuring the effectiveness of the University today almost not measured, they are not personalized. Partly this problem is solved by the introduction of an effective contract with teachers. However, the approaches to developing an effective contract with teachers who, in particular, proposed by the Ministry of Labour and Social Development in Russian Federation, require scientific substantiation and experimental confirmation. The proposed guidelines require methodological basis and require taking into account the peculiarities of scientific and educational activities, regulation of the teacher's work, the relationship of evaluating the effectiveness of professional standards and a number of other aspects.

International experience shows that education systems of developed countries are now showing great interest in the development of professional competences of the teaching staff, building a system of measures and incentives to ensure their readiness for continuous improvement of the educational process. Studies show that the effectiveness of education is determined by the effectiveness of teachers (Barber and Mourshed, 2007). The main directions of modern foreign studies in this area cover the approaches to assessing the effectiveness of teachers based on complex of economic and social indicators (Crawford *et al.*, 1997), model of management performance (Arsovski and Lazic, 2010) and incentives for teachers based on the analysis of satisfaction level of educational services consumers (Yorke, 2001), the development of special technologies determine the effectiveness of teachers, including a

significant number of qualitative and quantitative indicators in dynamics for several years (Elliot, 2005) and a number of other issues. However, the introduction of foreign models of effective contract with the teacher in the practice of Russian universities contain the potential risk that the specific activities and resources of Russian universities will be considered insufficient, and therefore in need of further research and adaptation.

3. Methods

3.1. Data collection

The aim of our study was to determine the readiness degree of the University teachers and management to the introduction of effective contract based on ascertaining their views on the quality assessment (Trapitsin et al.,) and effectiveness of the University, also based on analysis of issues related their understanding to the introduction of indicators that can be used to evaluate the effectiveness and also the factors and conditions that determine the effectiveness of teachers and management of the University.

The authors conducted a survey of teachers (Fink, 2010), heads of departments and faculty deans of Herzen State Pedagogical University (Herzen University) of Russia using a special designed questionnaire. The questionnaire for teachers consisted of three blocks of questions. The first block, which included 6 questions, suggested conducting comparative studies on evaluation of teachers the situation with the quality of Russian higher education, teacher education and education in Herzen University. We intended to compare data from our survey of Herzen University teachers and from survey of the Russian universities, conducted by the Public Opinion Foundation (FPO) to identify

similar trends or differences, if any are. So those six questions that were included in this block, just repeated FPO questions (2014). The second block, which consisted of nine questions were intended to identify a number of points relating to assessment by respondents of the quality and efficiency of universities. The third block consisted of 4 questions for teachers. The questionnaire for heads of departments included 5 open-ended questions, the questionnaire for the faculty deans contained 4 open-ended questions. Teacher's questions differed from heads of departments questions and faculty dean's questions, heads of departments questions and faculty dean's questions were basically identical.

A teacher's survey conducted by Internet and it was voluntary and selective. It held in the period from 20 to 25 of June 2014. Survey of heads of departments was total and binding and was held in the period from 15 to 30 June 2014.

All obtained data were visualized and analyzed using the software MS Excel.

4. Results

4.1. Respondents

Just in the survey took part 208 people, including of 102 teachers, representing 6% of all teachers of Herzen University, 89 heads of departments (80% of all heads of departments), 17 faculty deans (85% of the total number of deans).

Distribution of respondents by age (Figure 1) generally reflects the age structure of the Herzen University. 70% of respondents work in Herzen University more than 10 years (Figure 2), half of respondents holds a doctorate degree, and only 3% of respondents do not have an academic degree (Figure 3), that indicate a high intellectual level and experience of the respondents.

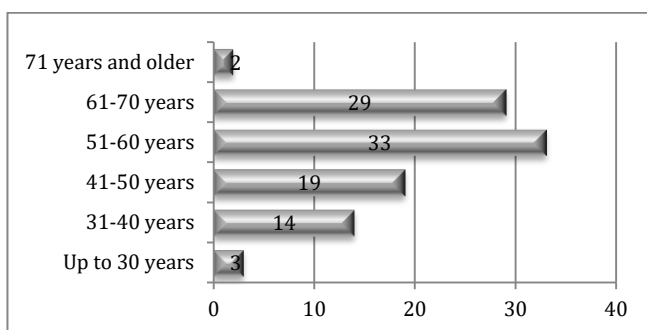


Figure 1. Distribution of respondents by age

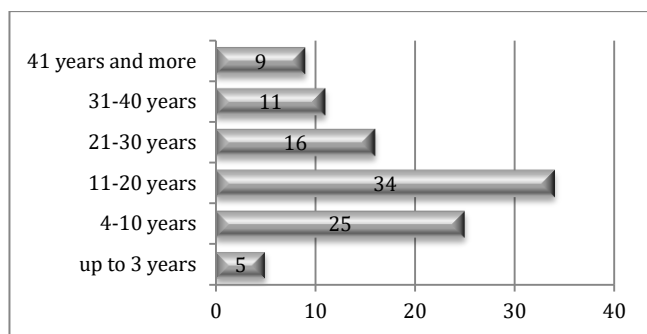


Figure 2. Distribution of respondents by work experience in Herzen University

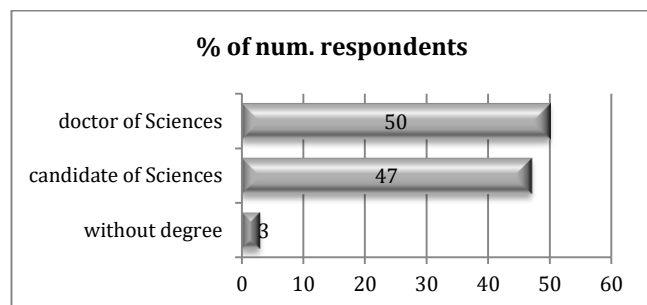


Figure 3. Distribution of respondents by academic degree

Gender two-thirds of the respondents are female (67%), men make up 33%.

4.2. Assessment of quality of the HEI in Russia according to the rectors of the Russian universities and Herzen University teachers: comparative analysis

A comparative assessment of the education quality (Vasilieva *et al.*, 2007) our survey participants – Herzen University teachers and respondents FPO - the leadership of the

Russian universities was conducted on 6 questions included in the questionnaire FPO (2014) and opinions of the leadership of universities, employers and young people on the ways of development of higher education taken from (<http://fom.ru/blogs/11515>).

1. Do you rather agree or disagree with the fact that the Russian higher education, higher pedagogical education and education at Herzen University is generally modern,

meets the economy needs and the development needs of society in the

twenty-first century? (one answer in each row).

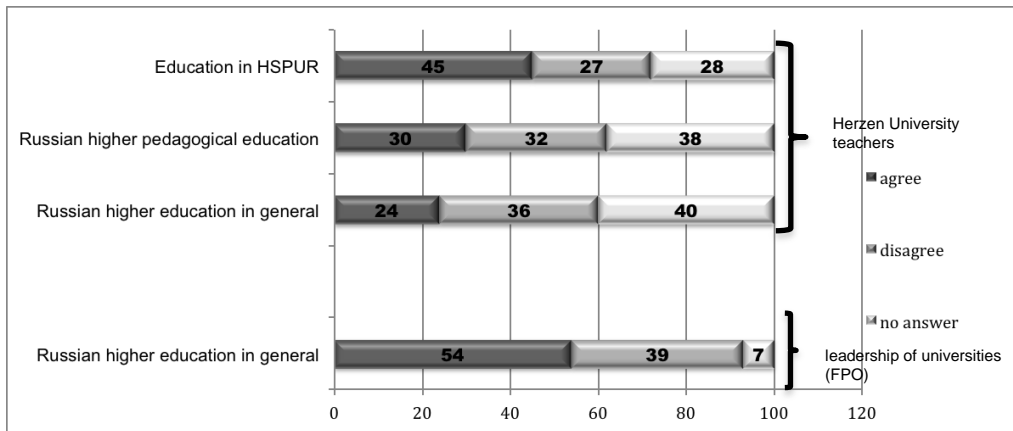


Figure 4. Match the Russian education quality to modern economy and social needs

Figure 4 we shows that Herzen University teachers include a rather positive assessment of the quality of Russian education, that leadership of the other Russian universities gives, only to Herzen University, much more critically assessing the level of Russian education in general and the level of higher pedagogical education. Probably, it could be indirect evidence of their own self-assessed efficiency.

2. Do you rather agree or disagree that the Russian higher education should be more practical oriented for development of actual professional skills?

Figure 5 reflects the attitude of the leadership of the Russian universities and Herzen University teachers to the applied orientation of Russian education.

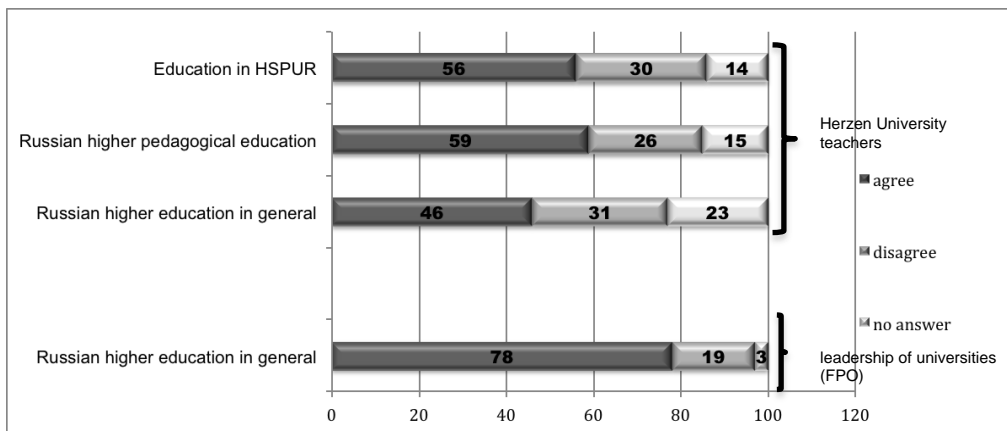


Figure 5. The focus of Russian education for the development of professional skills

As we can see at Figure 5., Herzen University teachers generally support directivity on applied aspects of modern

education, but not to the extent as in the FPO sample. They interested to improve applied aspects to sacrifice traditional fundamentals

of education, but not ready to take a definite stance on the issue of the relationship between fundamental and applied education in the social sphere. In this regard, it can be assumed that the increase of the applied orientation training Herzen University teachers, as well as the main part of the academic community, consider one of the

reserves for increasing the efficiency of the University.

3. Do you rather agree or disagree that the main criterion of the education quality at the University should be considered a high demand of graduates in the labour market?

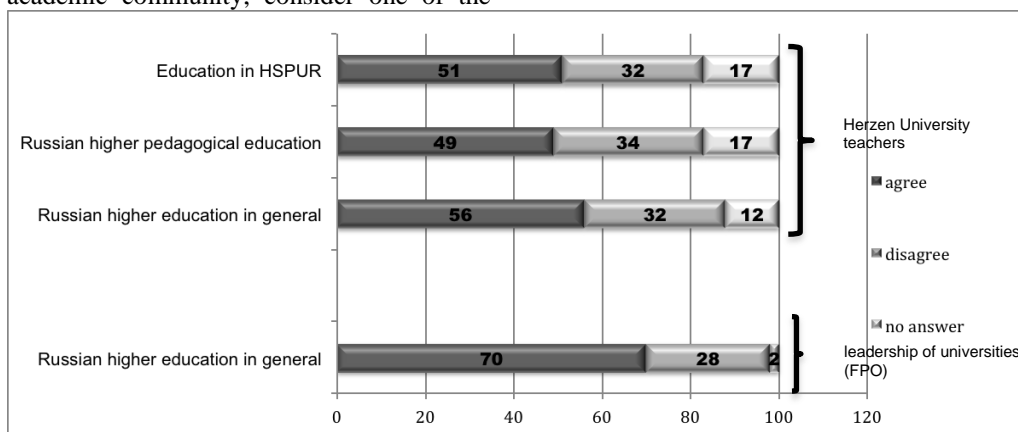


Figure 6. The demand for graduates in the labour market as the main criterion of quality education

The data at Figure 6 also demonstrate a significant degree of convergence. Obviously, the level of employment of graduates as an indicator of education quality and efficiency of the teachers, does not cause great concern Herzen University teachers, because the percentage of

employed Herzen University graduates consistently high, and there is no real diplomas competition at the labour market.

4. Do you rather agree or disagree that it is necessary to strengthen state control on the quality in higher education?

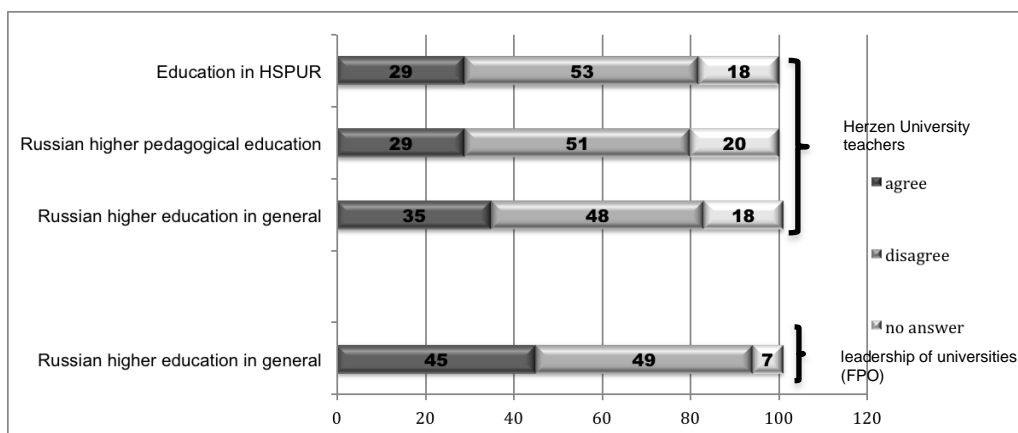


Figure 7. The need to strengthen state control on the quality in higher education

Figure 7 shows large percentage of Herzen University teachers who disagree with the needs to strengthen state control on the quality of education (Brodsky *et al.*, 2008) (48-53%). It is associated with that majority of teachers who support the traditions of academic freedom and autonomy. In this regard, the management of universities should be develop using of an effective contract as an instrument of external control for teachers activities can lead to a rejection of this innovation and the resistance to it on the part of teachers.

It is quite probable assumption. Given that

the survey FPO can be interpreted as approval of the thesis some educational paradigm or policy in the management of the education quality, it is noteworthy that empirically documented fact that the survey is constantly present share of about one third of respondents to the basic sentences of this paradigm are negative.

5. Do you rather agree or disagree that it is necessary to make higher education more individualized, focused on the needs of a specific student?

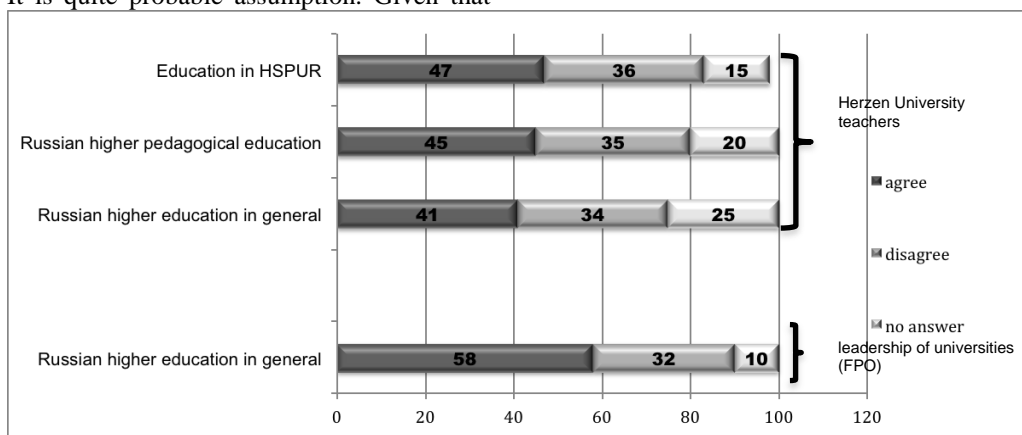


Figure 8. The orientation of the Russian higher education on the educational needs of students

As we can see in Figure 8, there is a common opinion, and the requirement of individualization of education can be considered as one of the indicators for evaluating the effectiveness of a teacher.

6. Do you rather agree or disagree that it is necessary to support the best high schools in the country first of all?

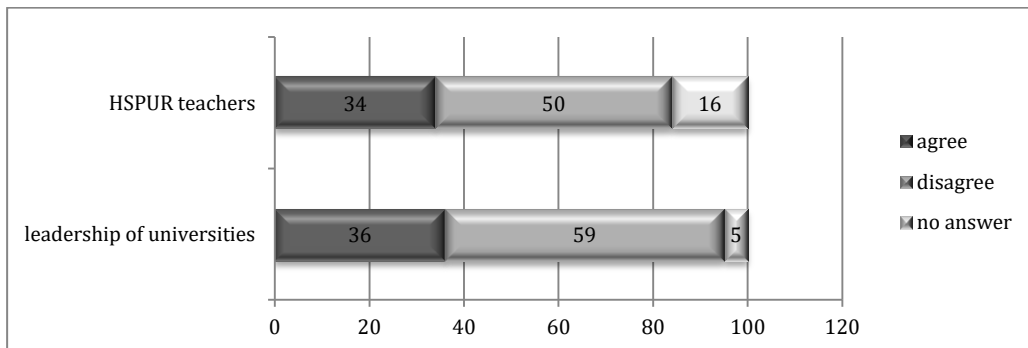


Figure 9. The priority of government support of the best Russian universities

As can be seen from Figure 9, the opinion of the management of universities and Herzen University teachers as members of the academic community converges, but in a negative assessment of public policy. Teachers (as well as leadership of universities) fear (probably not without reason) that unequal access to financial resources for classified under various categories of higher education institutions will provide increasingly falling behind those who will not be numbered among the "elite" that further push them back from funding sources. Moreover, this differentiation affects teachers much stronger than the universities, because in this situation, even the most effective teacher inefficient institution, by definition, is more

disadvantaged than ineffective teacher of the effective university.

4.3. Assessment of quality and efficiency of the university, exposed by Herzen University teachers

The results of the analysis of the second block of questions characterize the evaluation of Herzen University teachers of a number of indicators of the quality and effectiveness of the University, as well as conditions for their achievement.

Do you feel changes in the education quality at the University in connection with the introduction of new educational standards?

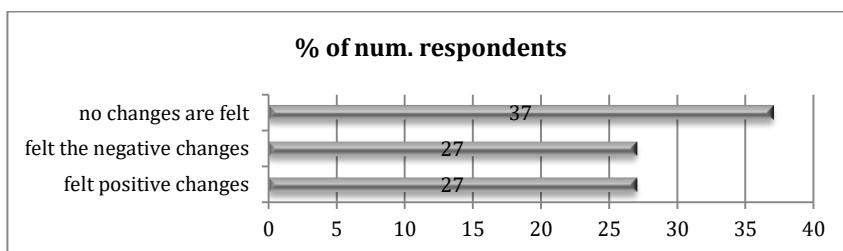


Figure 10. The change in the education quality after the introduction of educational standards

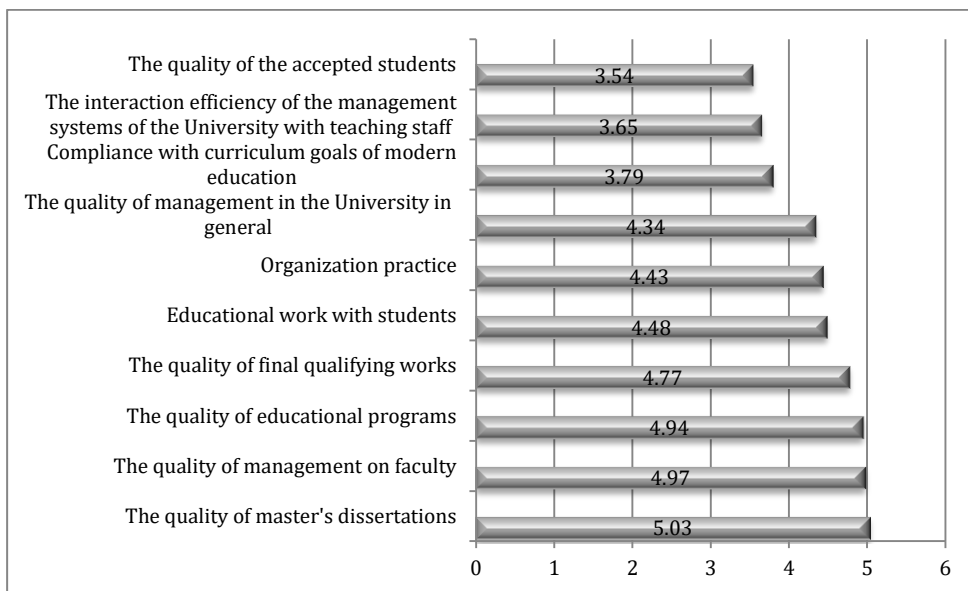


Figure 11. The average assessment of the University effectiveness

As can be seen from Figure 10, state regulation and standardization of the educational activities is not considered a significant part of teachers as one of the main directions of improving the education quality. The reason for this probably is negative attitude of teachers to the outside pressure that we mention above. However, we should look at this problem from the other side. As one of the main factors in improving the quality of education on the basis of new educational standards (ENQA, 2009; <http://enqa.eu/pubs.lasso>), undoubtedly, should be considered the work of the teacher, working in a new way. This factor largely depended on the expected changes. And if they did not happen and, therefore, the purpose of the transformation was not achieved (at least not yet) the responsibility for this if not completely then partially can be attributed to teachers. In any case, data in Figure 10 show that the introduction of new educational standards is

not efficient enough. At the same time, the University performance as a whole is assessed by the teachers very positive.

Evaluate the effectiveness of the University (seven-point scale used)

As can be seen from Figure 11, the teachers are generally highly appreciated the effectiveness of the University in the performance of their own activities (graduation work, educational programs, practices, educational work), conditions of achieving those results that relate to the effectiveness of top level management (at the same time the estimate of management of the lower level is quite high - 4,07) were achieved significantly low scores.

Figure 12 describes the structure of indicators for assessment of efficiency of the teacher activity in general.

What do you consider the main results of your work?

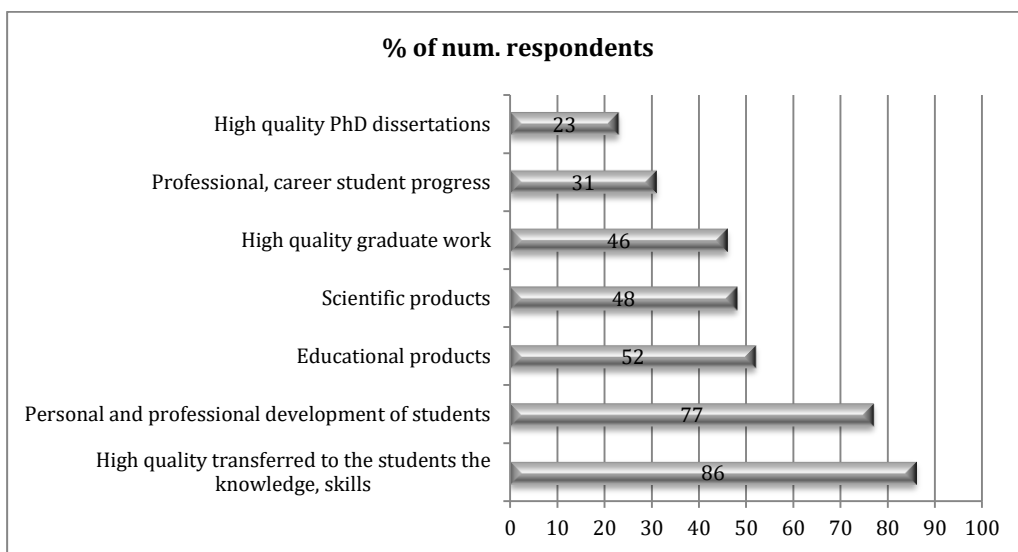


Figure 12. The results of the work teachers work

The vast majority of teachers believe that the main result of their work is knowledge and personal development of students. About one third of the interviewed teachers monitor the

further progress of their students, although it is not easy to do, and they also believe that these successes are important results of their work.

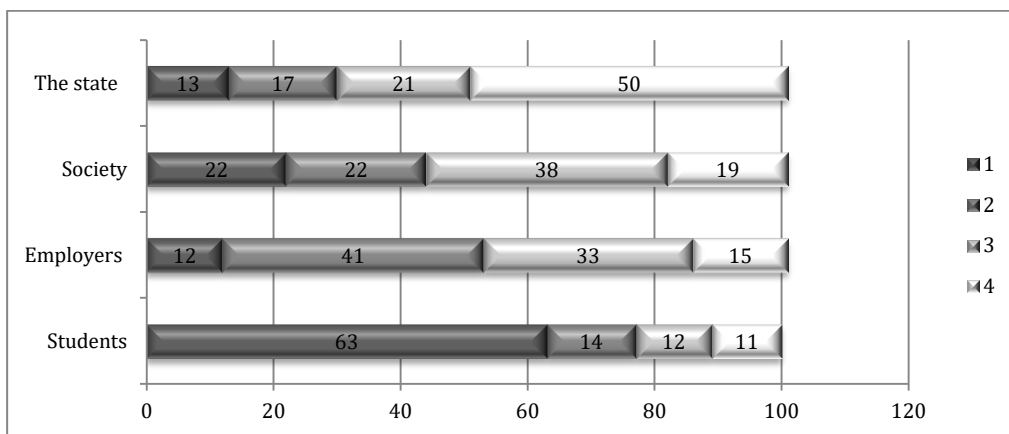


Figure 13. The main consumers of education

The following data show who, in the teacher's opinion, may (should) be subject to evaluation of their performance, i.e. teachers called consumers whose satisfaction can

(should) be a measure of the effectiveness of educational activities.

Who, in your opinion, is the main education consumer?

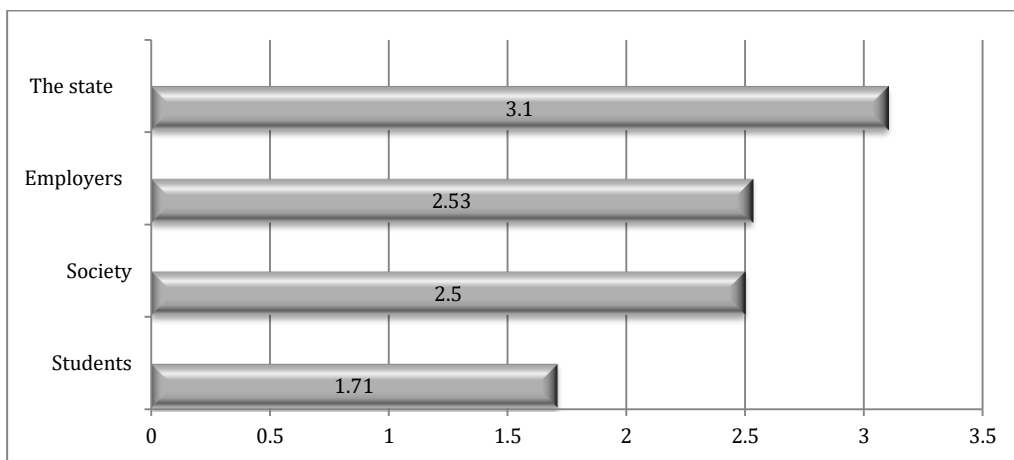


Figure 14. The coefficient of priorities among the main consumers of education

As we can see in Figure 13 and 14, 63% of the surveyed teachers put students as consumers of education in the first place (1.71 is the highest rank). It is important to

mention that it demonstrates understanding by teachers of the social nature of education. Figure 15 shows how, according to teachers, the demands of the consumers are satisfied.

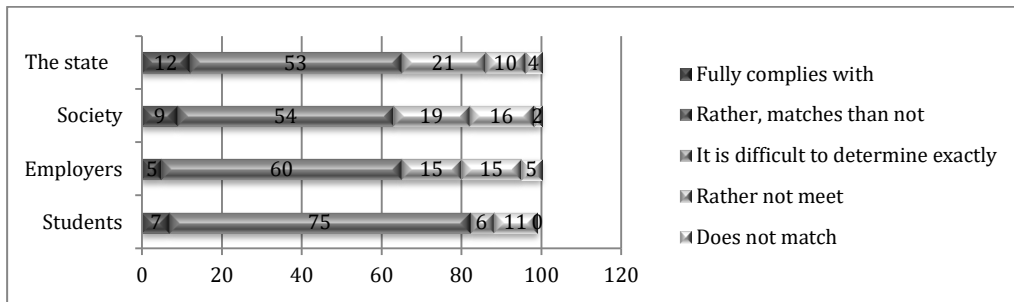


Figure 15. The compliance of the university performance with the needs of the target audiences

As can be seen from Figure 15, the majority of respondents believe that their results are quite satisfactory.

These data specify that teachers understand under conditions that ensure the

effectiveness of their work (Figure 16, 17, 18).

Are you satisfied with the working conditions in Herzen University?

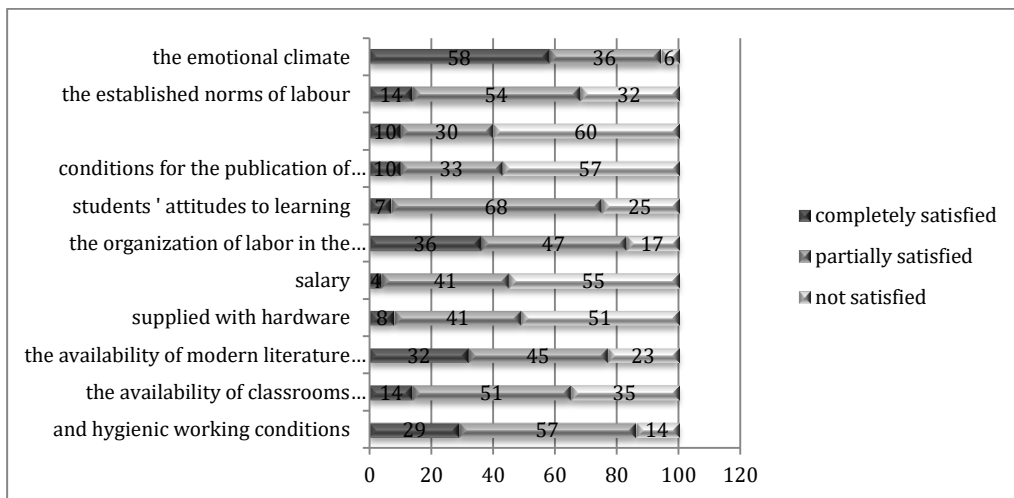


Figure 16. Satisfaction of teachers working conditions

As can be seen from Figure 16 and 17, most of Herzen University teachers are not satisfied with the level of wages and conditions for scientific work (mostly lack the necessary time). It is obvious that after the introduction of an effective contract, which determines the dependence of wages on the results, the situation will not improve, because, first of all, even bigger than that of colleagues wages will not change the

subjective perception of society and the teacher as low, and secondly, the opportunities for growth of efficiency of the teacher activity (and it is estimated mainly by results of scientific work), and, consequently, the potential growth of the payment is limited to the above mentioned lack of free time at the current workload of the teacher.

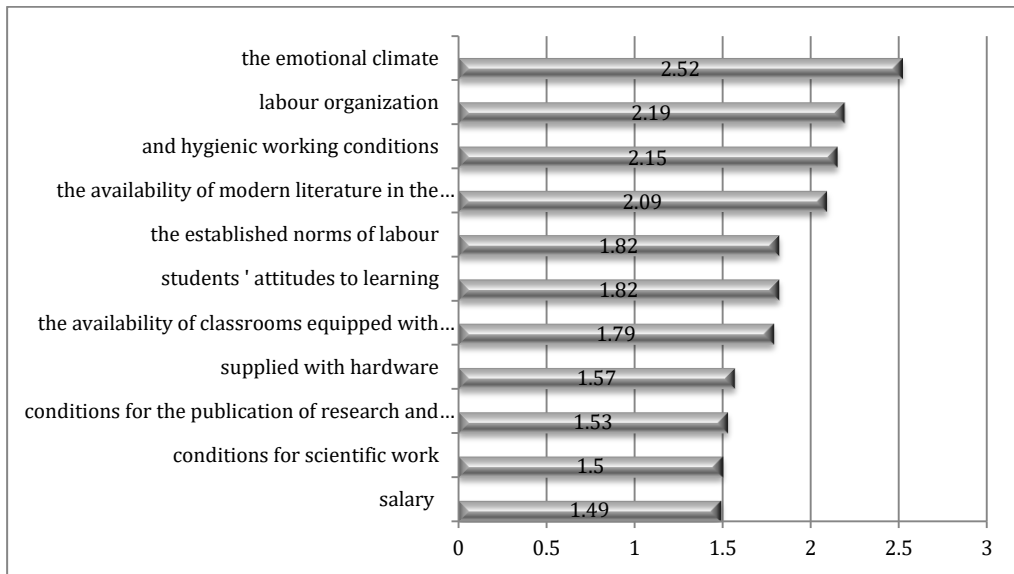


Figure 17. Weighted average score of satisfaction of teachers working conditions

Figure 18 illustrates corporate values Herzen University teachers and indirectly allows to evaluate which of the conditions of work at

the University is already secured.

For that you appreciate your work in Herzen University?

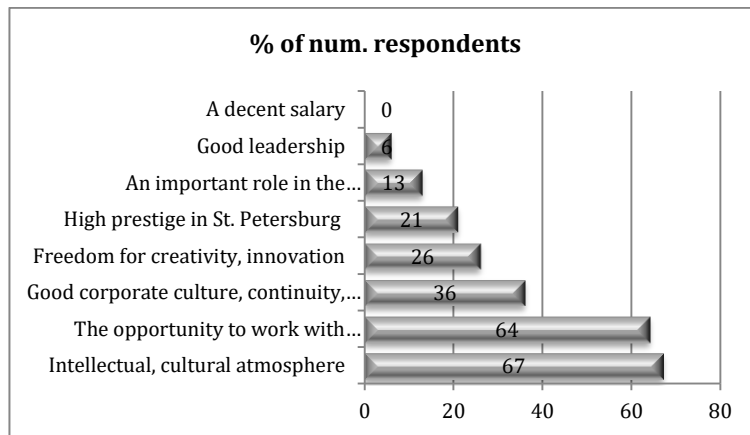


Figure 18. Herzen University corporate values

4.4. Effective performance and effective contract: opinion of teachers

The third block of questions assessed how teachers understand what is efficiency and

effective contract.

Do you know what is "the effective contract"? To what extent do you understand what it is?

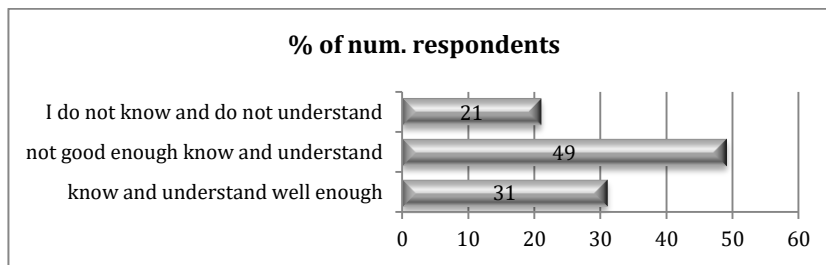


Figure 19. The degree of teachers knowledge about the effective contract

The following data (Figure 19) shows that only one third part of Herzen University teachers knows and understands what does it mean – «effective contract».

It was the only closed question in this block, all other matters of this block were open, and in this case we largely need not quantitative but qualitative analysis and interpretation.

What would you personally have included in the term "effective activities of the University?"

Analysis of the responses allowed us to identify 5 semantic blocks, with 16 positions of the internal structure.

The quality of education - 51 response:

- the quality of graduates, the demand for graduates in the labour market (27 responses);
- creating conditions for students to get quality education (16 answers);
- high educational outcomes of students (5 answers);
- development of graduate, postgraduate (3 responses).
- The brand of the University, its image - 38 answers:
- image and prestige of the University (13 responses);
- versatility (8 answers);
- international recognition of the University (6 answers);
- high ratings (4 responses).
- The quality of teachers - 33 response:
- expansion of opportunities for scientific work (11 responses);
- creation of conditions for efficient

work of the teachers (9 answers);

- adequate remuneration of teachers (8 answers);
- teachers competence (5 answers).
- Management and infrastructure - 22 response:
- improvement of the management system (12 responses);
- development of University communications (6 answers);
- diversification of funding sources (4 responses).

Strengthening the cultural mission of the University, active position in the market and in society - 7 answers.

As follows from the analysis of the responses, the teachers include the concept of "the effective activities of the University" both the performance component (semantic units 1 and 2) and (mainly) the conditions for achieving these results. Thus, we can conclude that the effective operation of the University is achieved, according to the teachers, including (and in high measure) to the efforts of the University management. This raises the question about resources necessary to ensure effective contract. Teachers are able and willing to work well, but they need to create the appropriate conditions to do that.

What would you personally have included in the concept of "effective performance of a University teacher?"

Analysis of the responses also allowed us to identify 5 semantic blocks.

Teacher, teaching - 56 answers:

- professionalism, competence (31

- responses);
- quality of teaching (12 responses);
- using modern learning technologies (11 responses);
- interaction with students (10 answers).
- Academic work - 49 answers:
- methodical activity (18 responses);
- academic work (15 responses);
- the quality of academic programs, support of methodical disciplines (10 answers);
- the quality of the curriculum (4 response);
- process of education (2 responses).
- Scientific work - 40 answers:
- scientific work (4 response);
- research work (4 response);
- scientific activity (4 response);
- creation of scientific output (4 response);
- indicators of scientific work (4 response);
- scientometric indicators (4 response);
- recognition of the academic community (4 response);
- publications (4 response);
- participation in scientific conferences (4 response);
- involvement of students in research activities (4 responses).
- Student, graduate - 40 answers:
- knowledge, professional competence (16 answers);
- satisfaction, accomplishment, victory (8 answers);
- competitiveness of graduates (7 answers);
- participation of students in research work (5 answers);
- education of students (5 answers);
- teacher authority in student group (2 responses).

The University has 13 answers.

- active participation in University life.

As in the previous case, there is allocated a certain (small) efficient component (the competence of the students, achievements, students victories, methodological developments, scientometric indicators etc.), and list (significant) of conditions and factors to achieve these outcomes (teacher competence, methodical training support, participation in conferences etc.). Analysis of the responses shows that teachers do attempt to translate the concept of "efficiency" in understandable language for their everyday professional practices, and in which their work may be described (perceived by the teachers). Teachers distinguish the functional area of their work (educational, methodical, scientific, educational, social) as zones for manifestations and assessment of performance. In this sense, the ideology of the "effective contract" is almost identical to current "individual teacher's plan" as the obligation to perform a specific job in a specific volume and with specific results.

The main conclusion from the analysis of the obtained data is, in our opinion, that to develop effective contract with the teachers we need technology of crowdsourcing that would attract teachers to cooperation, listening and consideration of their opinions, which, as we have seen, the teachers expressed quite clearly and definitely. This will give opportunity to describe the contract requirements for the work of teachers in clear categories and terms, as well as to clearly define the conditions and resources, with which these requirements can be met, and which are provided by the management of the University. In this case, the efficient contract can become a new form mutually beneficial and voluntary agreement and a real tool of improvements and to avoid the fate of "death sentence" or formalistic documents, which are so much now.

4.5. Effective performance and effective contract: opinion of departments heads

As we already mentioned for heads of

departments responses was used a questionnaire, which included 5 open questions:

What is your understanding of the effectiveness and quality of performance of the modern University?

What resources ensure the effectiveness and quality of performance of the University?

What factors can (should) evaluate the effectiveness of the department, of the teacher?

What threats do you see (external and internal) for the effective development of the University?

What are the main positions for effective contract with a teacher?

Below are the analyses of results of the answers to these questions.

Most heads of departments consider efficiency as the main indicator of the University development and as its target, as the level of compliance of the results to the task, as the ability of the University to provide competitive advantages for graduates and their career. For definition of efficiency of University performance heads of departments use next categories:

- related with quality of graduates (the demand for graduates - 22 response; graduates' competitiveness - 21 response; high-quality training of students - 13 responses; high quality of final qualifying works - 2 response);
- related with to the level of competitiveness, recognition, University brand - 22 response;
- ratio of the obtained results and used resources - 12 responses;
- innovative potential of the University - 4 responses;
- rational relation to the HR - 2 response.

However, 11 heads of departments (13%) were unable to identify the notion of an effective university.

The overwhelming majority of heads of

departments consider highly qualified personnel and management resources as the most important conditions for effective functioning - 63 response (75% of respondents). Heads of departments indicate to the other resources of efficiency:

- developed infrastructure and modern material and technical base - 40 responses;
- the appropriate level of financial support - 14 responses;
- availability of modern information resources - 13 responses;
- high level of preparation of students and school leavers - 5 responses;
- availability of innovative educational technologies - 3 response.

14 heads of departments (17%) were not able to determine what resources are needed to ensure effective performance.

Heads of departments defined as indicators for evaluating the effectiveness of the department and teacher:

- publication activity of teachers and scientometric indicators - 29 responses;
- preparation of educational and methodical literature - 19 responses;
- human resources development, training of teachers - 18 responses;
- grant activity and relevance of scientific production - 14 responses;
- organization and participation in scientific conferences - 14 responses;
- students achievements - 12 responses;
- number of developed and implemented educational programs - 10 responses;
- number of developed and implemented training disciplines - 9 responses;
- quality of educational programs - 8 responses;
- training of scientific personnel of

- higher qualification - 8 responses;
- demand for graduates - 6 responses, their readiness for professional activity - 6 responses, the level of final qualifying works - 5 responses;
- relevance of educational programs - 5 responses;
- interaction with employers and social partners - 5 responses;
- academic mobility - 5 responses;
- social activity - 5 responses;
- international activities - 4 response;
- quality of training - 3 response;
- personal student development 2 responses;
- financial indicators - 2 response.

31 head of department (36% of respondents) could not identify specific indicators to measure the effectiveness or limited to comments such as - "the system of indicators, indicators in all areas of activity", etc.

Comparing these results with data obtained from teachers (Figure 12), it should be noted that heads of departments are in a rather difficult position. On the one hand, they are teachers and have a good idea of what indicators is mainly characterized the effective performance of the teacher. On the other hand, their status position requires support and implement decisions of senior management. Therefore there is nothing surprising in the fact that the list of indicators to assess the effectiveness of the department and the teacher that they established has a clear bias towards scientometric indicators. These are the indicators that their own efficiency are basically evaluated, and that correspond to the trends of the world rankings of universities and the requirements of the Russian leadership. However, the understanding and acceptance of the heads of the departments of the positions of each party, obviously could allow them to become leading experts and main intermediaries between teachers and top-management when

effective contract will be developed and implemented.

It is also noteworthy that although the heads of departments recognize the training as the most important task of the department and teacher, they put the indicators, directly related to the learning outcomes, not on the first place, a significant part of the heads of departments do not specify these indicators at all. Only one head of department noted that a measure for the effectiveness of the teacher should be the feedback of its students.

It is also interesting to consider these data from the point of view of performance management. The responses clearly identified three levels of management.

The first level - management of scientific research and the process of results transfer in educational practice, the main task of this level is the increment of new knowledge.

The second level - management of technologies. At this level, tools for improving academic disciplines are based on the obtained scientific knowledge.

The third level is the level of practice-transforming activity management, which solve the problem of the developed technologies application in the teacher activity.

All three levels are related and require a differentiated assessment of the effectiveness of the specific performance content at each of these levels.

Answering the next question, heads of departments associate external threats to the effective development of University with a reduction of higher education funding (21 responses); declining levels of students training (17 responses); the decline of the teaching profession prestige, its weak social protection, which lead to the fact that pedagogical universities do not have the best high school graduates (17 responses); the mismatch state educational policy the dynamics of socio-economic transformation (15 responses); a reduction of budget places

of pedagogical specialties (8 responses); the differentiation of higher education institutions, which may lead to increased competition between them and the redistribution of financial flows (8 responses); the worsening demographic situation (5 answers).

Most often referred such internal threats as: the increase in the average age of teachers and the decline in the share of young teachers (16 responses); the increasing the intensity of labour on teachers and the lack of an adequate system of incentives (16 answers); the inefficiency of the University management system (14 responses); the instability of teachers due because of permanent reductions in state (13 responses); the depreciation and obsolescence of the material-technical base and the backwardness of infrastructure (11 responses); inertia and emotional burnout of teachers (9 responses); dissatisfaction with teachers' working conditions (5 answers).

Noteworthy is the position of the heads of departments in relation to effective contract with the teacher. In general, the respondents understand the essence and necessity of the conclusion of an effective contract with a teacher, though this gives them a certain uneasiness and at the same time, they believe that this innovation will make teachers more active, and a decent salary will allow teachers to work effectively at main place of work, without the need of searching for additional sources of income. Those of heads of departments who have determined in its relation to effective contract (which is slightly more than half of the respondents) say quite significant, in our opinion, position of an effective contract:

- for employers this is financial security for the introduction of effective contract; the obligation to ensure conditions for effective work of the teacher; guarantees to the teacher on the fulfilment of contractual obligations; clear regulation of responsibilities and identify specific tasks; awareness of

teachers;

- for teachers this is commitment to the achievement of specific and measurable performance indicators; the responsibility for their failure.

4.6. Effective performance and effective contract: deans of faculties' opinion

To investigate the opinion of the faculty deans (17 people was interviewed) was used a questionnaire, included 4 open-ended questions:

What is your understanding of the effectiveness and quality of performance of the modern University?

What resources ensure the effectiveness and quality of performance of the University?

What factors can (should) assess the effectiveness of University faculty?

What threats do you see (external and internal) for the effective development of the University (faculty)?

Faculty deans define the concept of efficiency through the following categories:

- public and professional recognition - 8 responses;
- compliance with external requirements and internal capabilities and resources - 7 responses;
- high quality of education - 6 responses;
- demand for graduates - 6 responses;
- competitiveness of graduates - 5 responses;
- ratio of results and costs to achieve them - 4 response;
- customer satisfaction - 3 answers;
- competitiveness of University - 2 response.

In addition to these, for the definition of efficiency faculty deans used categories such as the ranking of the University and the financial sustainability of the University.

As we can see, in contrast to the responses of teachers and heads of departments, key terms

here are "recognition" and "conformity". Compliance with the requirements - this is exactly what the higher levels of management require from deans.

Faculty deans consider the most important condition for effective functioning, such as:

- highly qualified personnel and management resources - 17 (100%) of responses;
- developed infrastructure and modern material and technical base - 11 responses;
- availability of modern information resources - 6 responses;
- adequacy of funding - 3 answers;
- high level of preparation of students and the innovative capacity - 1 response.

The deans absolutely agree with the position of heads of departments that human capital is the main resource efficiency. This is rightfully for many other positions.

As indicators for evaluating the effectiveness of the faculty the deans define:

- level of human resources development - 8 responses;
- quality of educational activities - 7 responses;
- competitiveness and employability of graduates - 6 responses;
- achievements of teachers and students - 6 responses;
- financial results - 3 answers;
- rating position, international recognition - 1 response.

Probably, this distribution also reflects the understanding of the deans of their own functionality, where competent personnel policy comes first.

External threats to the effective development of University deans associated with low prestige of teacher education and teaching professions (8 responses); the inadequacy of the state educational policy contemporary realities (7 responses); a reduction of budget places (5 answers); reduction in higher education funding (5 answers); declining

levels of students (4 responses); worsening demographic situation (3 responses); increased competition between universities (3 responses).

Faculty deans most often refer to internal threats such as: the lack competence of the teachers (6 responses); the increase in the average age of teachers and the decline in the share of young teachers (5 answers); the conservatism of the management system (4 responses); the deterioration of the material-technical base and the backwardness of infrastructure (4 responses); reduction of staffing teachers (3 responses); strengthening University competition due to limited resources (2 responses); the increase in the intensity of labour of teachers and the lack of an adequate system of incentives (2 responses).

As we see, the main concern of deans associated with personnel.

To improve the efficiency and quality of the University activities, almost all deans indicate the need for analysis of the publication activity of teachers, development of motivation system and the social protection of employees.

5. Conclusion

In this article the results of a study of the opinions of Herzen University teachers, heads of departments and faculty deans on the assessment of the quality and efficiency of higher education, as well as the introduction of an effective contract with University teachers are presented.

On the one hand, the survey showed a very high opinion correlation. On the other hand, it demonstrated clear differences in positions, including terminological nature. Obviously, in the case of the introduction of an effective contract with University teachers we need to search for the "golden mean" - the consensus between the operating core and the administrative apparatus, which are equally interested in improving the quality of Russian education and the

effectiveness of the University. We are firmly convinced that to solve new and difficult for the Russian higher education problem of constructing a contractual relationship with the teacher is possible only when efforts of the upper and lower parts of the structure of the University will be combined and when they reach a cooperation system of the activities of these levels. The approach to creating effective contracts with teachers on the discussion basis will make this document a similar form of social

contract, which is a requirement for the social institution in a democratic society.

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