VALUATION OF COMPETITIVE ABILITY OF TEACHING STAFF OF HIGHER EDUCATIONAL ESTABLISHMENT

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Key words: resulted quality index, teaching staff, individual rate estimation, competitive ability indexes, extra-curriculum work.

Some questions of valuation and assessment of competitive ability level of the teaching staff in a higher educational establishment are examined in the article.

The estimation of teaching staff's competitive ability in higher education establishment

The competitive ability of teaching staff is the main resource providing the education process quality in higher education establishments. The regular estimation of the teaching staff's competitive ability is necessary so as to find out the weak places in its work and according to the analysis results to do the amendments. As a rule, the internal university estimate system usually depends on the annual rate estimation, and it is the resulted quality index of the lecture's scientific and teaching work. So, the rate index allows conclusions about the competitive ability of every lecture and the whole staff of higher education establishment.

The main objects of the teaching staff's competitive ability rate estimation are the following: the impartial estimation of professional activity according to the main directions combined into the system; finding out the main factors and reasons affecting the competitive ability; studying the main tendencies in the competitive ability development; finding out the reserves and working out the actions to raise the competitive ability level; checking the planned actions.

The rate estimation of the teaching staff competitive ability has the following advantages:

♦ the possibility of current (after ending an academic year) and final (once a five years) estimation;

♦ the maximum reliability of the results;

♦ easy to understand estimation results;

♦ total inclusion of the all lectures' directions;

♦ absence of reiterations and consistent indexes;

♦ the possibility of the impartial and full control of the estimation indexes.

During the determination of the rate estimation, the lectures of all departments have to take part in, providing single conditions, taking into account the specifics of students' training for different subjects and disciplines.

For the determination of the individual rate estimation it's necessary to estimate the teaching staff individually in four groups, taking into account their skills level and according to the position (a professor, an associate professor, a senior lecturer, an assistant). The department rate estimation is formed with the average rate estimation of the lectures with the same positions.

The lecture's individual rate estimation is based on the multi-level criteria system, describing the all teaching staff work aspects. The system includes the initial criteria, combined into the following groups:

♦ teaching staff professional skills;

♦ teaching and methodical work;

♦ research work;

♦ extra-curriculum work.

In that case the individual rate estimation of the lecture in any higher education establishment is calculated according to the formula:

Individual rate estimation = Teaching staff professional skill + Teaching and methodical work + Research work + Extra-curriculum work;

$$IRE = TSPS + TMW + RW + ECW.$$

They are: R_{ind} — the rate of an individual lecture's; R_{ps} - the rate of lecture's professional skills; R_{tmw} - rate of lecture's teaching-methodical work; R_{rw} — the rate of lecture's research work; R_{excw} — the rate of lecture's extra-curriculum work.

The result of lecture's rate estimation is a digital index of the separate indicaters and the

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total rate index. The rate index of the separate directions of the teaching staff rate allows us to reveal its strong and weak places and to define the improving activity.

The average rate of each teaching staff group is calculated by using the following formula:

$$R_{gr} = У R_{gr} \div NLP_{gr}.$$

They are: R_{gr} — the average positional group rate; $У R_{gr}$ - the total rate of a lectures' positional group of the teaching staff, taking part in the estimation; NLP_{gr} — the lectures' number of a positional group of the teaching staff, taking part in the rating estimation.

The total rate of a department, a faculty or a university is the rates of each group and is expressed by the following formula:

$$R_{total} = R_{prof} + R_{docen} + R_{sen.lect} + R_{assist}.$$

They are: R_{total} — the total teaching staff rate; R_{prof} — the average "professor" positional group rate; R_{docen} - the average "associate professor" positional group rate; $R_{sen.lect}$ - the average "senior lecture" positional group rate; R_{assist} - the average "assistant" positional group rate.

The teaching staff competitive ability index can be expressed by the following formula:

$$CA = R_0 \, ч \, R_1.$$

They are: CA — the competitive ability index; R_0 — the rate of a lecture or positional group; R_1 — the rate of a lecture or a positional group of appropriate or next estimation level.

For example, when the individual competitive ability is estimated, then the summed each lecturer's rate is compared with the average rate of the appropriate professional group of definite group or all criteria. When the individual positional group competitive ability of department is estimated, the average appropriate professional group rate of department is compared with the average rate of the appropriate professional group of the faculty or another de-

partment, in the case of aims of the rate estimation of definite group or all criteria. When the teaching staff competitive ability of the faculty is estimated, the total teaching staff rate of this faculty is compared with the total rate index of another faculty or the definite group of the university or all rate estimation criteria. The estimation of index competitive ability of appropriate group criteria is indicated, that the teaching staff groups conforms to the average rate indexes, and that group don't achieve these indexes, all of them allow to improve the competitive ability.

The competitive ability index can possess the value: $CA > 1$, $CA = 1$, $CA < 1$. If $CA > 1$, so a lecture, a positional group or a teaching staff are more competitive than the comparative object (another lecture, positional group or teaching staff of other subdivision), if $CA = 1$ — so the competitive ability is equal, if $CA < 1$ - so the competitive is less than the comparative object.

The teaching staff competitive ability estimation of economic-mathematics faculty of Ulyanovsk State Technical University

The lectures of economy-mathematics faculty of Ulyanovsk State Technical University took part in the teaching staff competitive ability estimation; the lecturers, having external jobs; the teaching post-graduate students and candidates; the lecturers, having internal jobs at the university, but their principle jobs are not connected with teaching. The lecturers having, internal jobs in the university were estimated as their principle jobs.

The research sampling was: professors — 10% (12 people); associate professor — 46% (54 people); senior lectures — 14 % (17 people); assistants — 30 % (35 people). The total amount was 118 people.
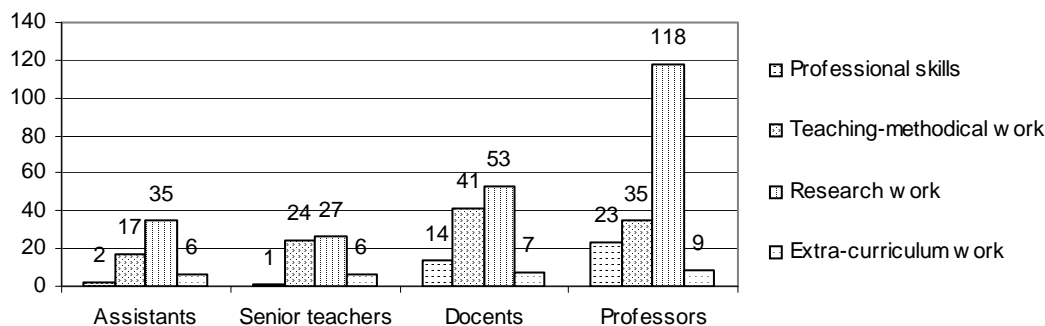

Fig. 1. **Faculty teaching staff rate of separate groups criteria**

The total average rate of position group of "professor" is 185 scores. The professional skills are 23 % scores of the average rate, the teaching methodical work — 35 scores, the research work — 118 scores, the extra-curriculum work - 7 scores. The position of "senior lecture" group rate is 58 scores, and 1 score of it is the professional skills; 24 scores are the teaching-methodical work; 27 scores are the research work; 6 scores are the extra-curriculum work. The position "assistant" group rate is 60 scores. The professional skills are 2 scores; the teaching-methodical work is 17 scores; the research work is 35 scores; the extra-curriculum work is 6 scores.

Faculty teaching staff rate of criteria separate groups are shown in the figure.

The research data are pointed to, that the professors have much more professional skills (23 scores), and as a rule, they have not only academic degrees, but they have the academic status and the state awards. According to the research data the leading position in teaching-methodical work is associate professors (41 scores). The reason is they have more teaching loads and their teaching discipline courseware are published more often. The first place in carrying out of research work is ranked by the professors (118 scores). The professors have a high research work rate, because they write monograms and scientific articles. The shortcomings of professors are the weak organization of students' research work. The assistants' research work is on the standard level, as a rule, they are start-up assistants. It is necessary for them to publish their scientific articles; it is the reason of their research work raising.

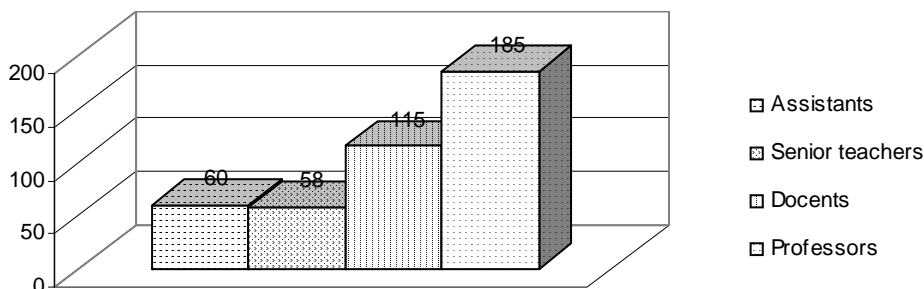The total rate of faculty teaching staff of all criteria is shown in the figure 2.

Fig. 2. **Rate of faculty teaching staff**

Table 1

Teaching staff competitive ability of one faculty of the department

Positional group	Criterion	Department rate index	Average faculty rate index	Competitive ability index
Professor	Professional skills	23	23	1
	Teaching-methodical work	44	35	1,26
	Research work	197	118	1,67
	Extra-curriculum work	4	9	0,44
	Total index	268	185	1,45
Associate professor	Professional skills	13	14	1
	Teaching-methodical work	33	41	0,80
	Research work	55	53	1,04
	Extra-curriculum work	6	7	0,86
	Total index	74	115	0,65
Senior lecture	Professional skills	2	1	2
	Teaching-methodical work	33	24	1,38
	Research work	19	27	0,70
	Extra-curriculum work	6	6	1
	Total index	60	58	1,03
Assistant	Professional skills	2	2	1
	Teaching-methodical work	22	17	1,29
	Research work	34	35	0,97
	Extra-curriculum work	4	6	0,67
	Total index	62	60	1,03
	Total rate	464	418	1,11

The total rate of faculty teaching staff is 418 scores. The professors' share in the total rate is 44 % (185 scores), the associate professors' - 27 % (115 scores), senior lectures' — 14 % (58 scores), assistants' — 15 % (60 scores).

Using the rate data is estimated the teaching staff competitive ability index of one faculty of the department. (Table 1).

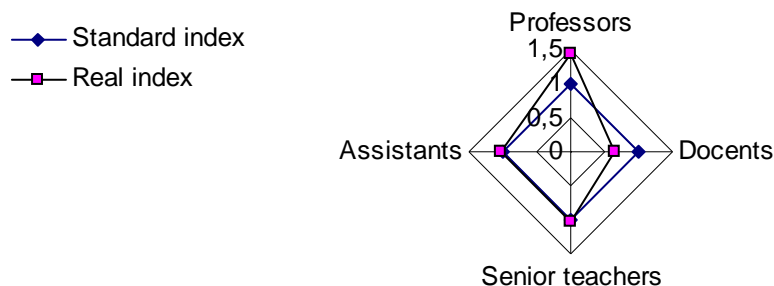The leafed diagram of teaching staff competitive ability of the faculty of department is shown in the figure 3.

index is 1,11. The leafed diagram allows determination of the positional group, having the low competitive ability index and the head of the department and faculty has to pay attention to this group.

Having extra data also allows calculation of teaching staff competitive ability index of the faculty by the comparison of rate data with another faculty data or data of the university.

The estimation of the teaching staff competitive ability allows determination of the effectiveness of the useful potential of teaching

Fig. 3. **The leafed diagram of teaching staff competitive ability of the department faculty**

The research data points out that the department professors have more competitive ability. Their total competitive ability index is 1, 45. But their competitive ability estimation criteria in other groups are; Professional skills — 1; teaching-methodical work — 1, 26; research work — 1, 67; extra-curriculum work — 0, 44, that shows a lack of their public activity. The senior lecturers and the assistants having the same competitive ability index 1, 03, are on the second position. According to the individual groups' criteria, the senior lecturers have the following competitive ability indexes: the professional skill - 2; the teaching-methodical work -1, 38; the research work — 0, 70; Extra-curriculum work — 1. The assistants have the following results of their competitive ability: the professional skill -1; the teaching methodical work -1, 29; the research work — 0, 97; the extra-curriculum work — 0, 97. The associate professors of this department have the least competitive ability index. The total competitive ability index is 0, 65. According to the individual criteria of competitive ability index are: the professional skill -1; the teaching-methodical work - 0,80; research work — 1,04; extra-curriculum work — 0,86.

Despite the fact that some competitive ability indexes of some groups of department teaching staff are low, the total competitive ability

staff, the possibilities of its development, the setting the optimal teaching load and carrying out different activities standards.

The teaching staff competitive ability estimation is necessary to the university lectures for the orientation in professional work; for taking decisions how to promote their professional skills; use as a motivated factor, for forming the personal qualities and the skills level according the high education establishment requirements.

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[1] See: *Pirogova E.V.* The rate method of the estimation teaching staff competitive ability of Higher Educational Establishment // Researches of Ulyanovsk Scientific Centre "Noosphere knowledge and Technologies". Ulyanovsk, 2007. P. 107.

[2] See: *Malov I.V.* Activity Quality Management System in the Higher Educational Establishment: the rate in the university // Quality. Innovations. Education. 2007. № 3. P. 36.

[3] See: *Reznik S.D.* Department Management: Course book. M., 2004. P. 385.

[4] See: *Malikov T.S.* The rate estimation of the teaching staff competitive ability in Higher Educational Establishment // Standards and control in education system. 2007. № 2. P. 53.

[5] See: *Pirogova E.V.* The rate method of the estimation teaching staff competitive ability of Higher Educational Establishment // Researches of Ulyanovsk Scientific Centre "Noosphere knowledge and Technologies". Ulyanovsk, 2007. P. 108 -110.