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KPIs AS A MANAGEMENT TOOL FOR THE HIGH SCHOOL FACULTY STAFF' PERFORMANCE EVALUATION SYSTEM IN KAZAKHSTAN

Abstract. The article considers the features of using KPI as a flexible management tool in the system of evaluation of the University's faculty staff. This tool allows the University to analyze the current situation on types of teaching staff activities and make effective management decisions for the future.

The authors systematized used KPI criteria and grouped them into blocks in the form of a matrix. Each matrix criterion has a weight and is evaluated according to certain score.

Matrix KPIs consist of criteria covering all aspects of faculty staff activities such as: educational-methodical, scientific-methodical, scientific-research and educational activities, labor discipline. The main purpose of applying KPI in the management system of teaching staff is to improve the quality of educational services provided by universities, based on the analysis of the current situation by types of teaching staff activities. The purpose of this research work is to analyze the structure of KPI and its application in the management system of faculty staff activities on the example of Kazakh Ablai Khan University of international relations and world languages.

During the research, the authors used General scientific methods of cognition, such as analysis, synthesis, comparison, generalization, and based on them made the appropriate conclusions.

The results of the research were-systematization of KPI criteria by blocks; identification of important and priority aspects of the activity of teaching staff that contribute to improving the competitiveness of the University in modern conditions. Using such tools, the University management can make decisions not only regarding the promotion or dismissal of teaching staff, but also make decisions to improve the mechanism for managing the University's activities in the near future in the conditions of increasing competition in the educational services market.

Keywords: KPI, human resource management, faculty staff methods for evaluating staff performance.

Introduction. One of the main functions of human resource management is personnel evaluation.

All methods of personnel evaluation in the theory of human resource management are divided into traditional and innovative methods.

Traditional methods include such popular methods as: certification, comparative method, and certification interview, the method of standards, the method of summed assessments, and the method of the system of performance characteristics.

The new approaches to personnel assessment consists of the following methods: the "360 degrees" method, assessment center, the method of score assessment, management by goals (MBO), performance management, the method of business games and other assessment methods.

According to the results of the Harvard Business Review (2004), the average number of employees in a company who work well is only 5% of the total number of employees. The share of working poorly in the range is 5% - 7%. And in order to organize effective work for the remaining 88%, it is necessary to correctly set goals and tasks with mandatory monitoring of their implementation [1].

In a market economy, each organization selects and develops its own system of personnel evaluations. The rating system consists of certain criteria. This system is of great importance for the University, as its

regular use allows to increase the efficiency of using the labor potential of the faculty staff. In addition, it contributes to improving labor productivity, motivates faculty staff and provides the University management with information about the quantitative and qualitative level of teaching staff for further management decisions regarding selection, promotion/reduction in the career ladder or dismissal. In turn, the University strives to increase its competitiveness in the higher education market through using systems for performance evaluating work of faculty.

Research methods. In conducting the research article the following methods of general scientific methods of cognition are used such as analysis and synthesis, systematic and historical-comparative methods to assess the benefits of applying non-traditional methods in human resource management of the University, the structure and sequence of criteria of KPIs to improve the rating of the University in modern conditions

Results of discussion. Taking into account the importance of the results of faculty staff in ensuring the competitiveness of the high school institute, the managers of university use a comprehensive approach in teaching staff performance appraisal. The essence of the integrated approach is that being evaluated by the company, the employee, in its turn, evaluates the company on a number of criteria and using the proposed evaluation tools, becoming a full-fledged subject of management in the company[2], therefore, this method allows to get information not only about the quantitative and qualitative characteristics of the teaching staff, but also to take into account the opinions of the teaching staff for further improvement of the University's activities. In this regard, today's universities have begun to actively apply the system of assessment for teaching staff and identify reserves of labor potential of teaching staff for their further development.

Key performance indicators (KPIs) are a system used to achieve the main goals of any business, such as attracting (retaining) customers, increasing the professionalism of employees, increasing revenue and reducing costs. The most developed countries, such as Japan, the United States, Korea, Germany, England and others began to pay special attention to the KPI system at the national level [1, page 7], since the issue of improving the quality of goods and services ensures the country's success in the long term. In [3], it is noted that the KPI is a flexible tool that allows management to analyze the current situation in a strategic perspective, and each employee to see and objectively assess their labor contribution to the implementation of the overall strategy.

One of the methods used in the system of assessment of teaching staff of universities in Kazakhstan is the KPIs. There are some advantages of this method in the appraisal of faculty staff and distinguished characteristics from other methods of personnel assessment like as:

- Allows evaluating the achievements of the educational process;
- Establish feedback from the University management with the teaching staff;
- Evaluation of the planned tasks that is necessary to achieve the goals, as well as evaluating of unplanned tasks.

Thus, the KPI reflects in General all aspects of educational, educational, research activities (a key function) of the faculty, department, faculty or University.

Methods of the research. There were used General scientific methods of cognition, such as analysis, synthesis, comparison, generalization to make relevant conclusions on the use of KPIs in the evaluation of the faculty staff, some of the recommendations for changing the matrix KPI scores in terms of blocks taking into account the importance and complexity of the types of work carried out by the University teaching staff.

Results of discussion. The KPI system has been actively using in the practice of universities in Kazakhstan since 2014. The introduction of the KPI system has contributed to the activation of research activities of the faculty staff of the Republic of Kazakhstan.

According to the statistics Committee of the Republic of Kazakhstan in the period from 2014 to 2018, the total number of Kazakhstani researchers increased by 12.6 %. the Number of articles in 2018 published in international publications such as Web of science Core Collection (ClarivateAnalytics) and Scopus (Elsevier) amounted to 3118 articles, which is 14.9% higher than in 2014 [4]. In recent years, the citation rate for publications based on the Web of Science Core Collection (Thomson Reuters) has also increased. According to the Web of Science Core Collection (Clarivate Analytics) in 2017, the number of articles in international publications was 1,696 units, with a citation rate of 35%, and in 2018, the total number of articles in international cited publications was 2,137 units, and the citation rate was 40.5% [5]

JSC KazUIR and WL was established on the basis of the Kazakh state teachers' Institute of foreign languages in 1941. There were only three faculties (English, German and French) in the institute until 1992. The University has seven faculties at the moment, which are located in 4 academic buildings. They are faculty of international relations, faculty of translation and philology, faculty of foreign languages, faculty of oriental studies, faculty of management and international communication, faculty of economics and law, faculty of postgraduate education. KazUIR and WL provides professional training in 14 languages [6]. Abylai Khan Kazakh University of international relations and world languages (KazUIR and WL) is one of the first universities in Kazakhstan, which implemented the KPI system in assessing the performance of teaching staff

The KPI system has been implemented in the field of management of the faculty staff in KazUIR and WL. The main goal of implementing the KPI system in the assessment of teaching staff is to conduct a comprehensive assessment of teaching staff in order to achieve the University's mission in a market economy. The mission of KazUIR and WL is to train competitive high-quality specialists to ensure multi-vector international cooperation of the country in the implementation of the development strategy of the Republic of Kazakhstan [7]. For this purpose, the University management improves the material and technical base of the University. Special attention is paid to the issues of personnel support of the educational process. Monitoring and evaluation of faculty staff activities are conducted annually from 2014. The University has developed criteria for evaluating faculty staff activity in the KPI system. The criteria of the KPI system are analyzed and improved annually by the University management. All the criteria used for evaluating the performance of faculty staff are grouped into a KPI matrix. The MS Excel program was used to develop the KPI matrix. Each criterion has between 10 and 19 cells. The number of cells depends on the importance/weight of the evaluation criteria. The total number of criteria in the KPI matrix was 24 in the 2018-2019 academic year. It is proposed to group these criteria into the following blocks:

1st block-teaching and methodological activities of the teaching staff

2nd block-scientific and methodological activities of teaching staff

3rd block-research activities of the faculty staff

4th block-educational activity of faculty staff

5th block- labor discipline of the teaching staff

In the structure of the KPI matrix, it should be noted that out of 24 criteria, the total score of 23 criteria is 100 points. 24th criteria "Violation of labor and performance discipline" which is documented by the head of department is evaluated (- 5 points). The total number of points is reduced by 5 points if the teacher violates labor and performance discipline and these violations are confirmed by documents of video cameras, RAID checks and University office-registrars.

Table 1 shows the names of the criteria, its weight, and the score for the first block. The total number of criteria is -6

Table 1 – Evaluation of teaching and methodological activities of faculty staff

№	Criteria	Weight, %	Score
1.1	Availability of certificates of advanced qualification in the area of training profile (at least 72 hours)	5	5
1.2	Foreign language proficiency as of June 01 (certificate)	10	10
1.3	Average score of an academic achievement of students (for graduating departments)	10	max-10
1.4	Data from a sociological survey of students (General satisfaction, survey " Faculty staff through the eyes of students»)	5	max-5
1.5	Variability of the developed new academic disciplines within the existing specialties (for graduating departments) for three disciplines	2	2
1.6	Variability of the developed new profiles within the existing specialties (for graduating departments) for three profiles	3	3
	Total for the first block	35	35

Source: internal documentation of the University for the 2018-2019 academic year. Compiled by the author

As can be seen from table 1, among the criteria of the first block, the first place is taken by the criterion "foreign language Proficiency"-10 points, which corresponds to 10% of the total weight. For example, if a teacher passes a valid certificate like IELTS (6.0 or higher), or other international certificates confirming the level of language proficiency, they are automatically awarded 10 points.

Within the first block, the next highly valued aspect is the average academic performance of students (for graduating departments). This criterion is rated at a maximum of 10 points, depending on the student's academic performance. Information about the results of academic performance for the KPI system is provided by the Educational Department of the University (EDU) via electronic statements. The average academic performance of students is determined in an electronic statement on the educational portal and the data is automatically entered in form 1.3. Based on the EDU data, each teacher is evaluated for average academic performance. Every year, the University administration conducts an anonymous survey among University students on the topic "Teacher through the eyes of students". The purpose of the survey is to determine the level of student satisfaction with the quality of teaching at the University. The results of an anonymous survey are also displayed by the EDU through an automated program.

The next important aspect of teaching and methodological activities of the faculty is the development of new profiles and disciplines within the existing specialties (for graduate departments). The evaluation of variable developments of new profiles in the structure of teaching and methodological work of the faculty for three profiles is only 3 points, which corresponds to 3% of the total weight of the assessment. In our opinion, such points for such an important part of the work of the faculty are low, since the development of new profiles, new academic disciplines is a labor-intensive process. The development of new disciplines in accordance with the requirements of scientific and methodological management takes most of the time of the teaching staff, especially when these requirements are subject to frequent changes, including in terms of technical amendments. Such technical changes are the introduction of the discipline code, the specialty code, changes in the sequence of types of work in the structure of the working curriculum (lectures, seminars, tasks for student's independent learning changes in the structure of the syllabus, and other technical requirements that do not contribute to improving the quality of the content of the new discipline. In addition, in our opinion, this criterion should also include an assessment of updating existing disciplines, since these disciplines are also reviewed from the point of view of the form and content of student's independent learning tasks. Next, we will consider the criteria of the second block "Assessment of scientific and methodological activities of teaching staff", their weight and points. The total number of criteria is 6, which are shown in table 2.

Table 2 – Evaluation of scientific and methodological activities of the teaching staff

№	Criteria	Weight, %	Score
2.1	Percentage of provision of the educational process for students independent learning task in the MOODLE system	10	max-10
2.2	The availability of published textbooks on the disciplines, including in the framework of the RIAS and RAL	6	max-6
2.3	The availability of published textbooks in the framework of the RIAS and RAL (current year minus three years)	5	max-5
2.4	Availability of published teaching AIDS (reporting year minus three years)	2	max-2
2.5	Availability of online discipline courses	1	max-1
2.6	Availability of the case complex on the discipline	1	max-1
	Total for the second block	25	max-25

Source: internal documentation of the University for the 2018-2019 academic year. Compiled by the author. Note: RIAS - research, innovation and applied schools, RAL - research and applied laboratories [9]

As can be seen from table 2, the highest score is given to the criterion "Percentage of provision of the educational process, for independent work of the student (SIW) in the MOODLE system". Its weight is 10% of the 25% from the total weight for the second block assessment . This indicator takes into account the complexity and content of the development of training material for independent work of students and the presence of feedback from students with the teacher. The effectiveness of the MOODLE system should be evaluated based on the active work of students in the system: project work, work in the forum, chat and other forms of conducting classes.

The process of organizing SIW is very time-consuming for both the teacher and the student. In the offline mode in the MOODLE system, the teacher contacts the student to complete the task for SIW. This contact can be made once after downloading the task or several times after checking the content of the completed work in order to ensure the quality of the educational process.

By weight in the second block, the second place is taken by the criterion "Availability of published textbooks in disciplines, including within the framework of RIAS, RAL" for the last three years, which has a weight of 6% of the total weight and is estimated at 6 points.

The next significant criterion by weight is "Availability of published textbooks, including within the framework of RIAS, RAL for the last three years. The weight of this criterion is 5%, and the score is 5 points. It should be noted that at the University, the title of textbooks and manuals should correspond to the subject of RIAS, RAL only in this case the work of teaching staff is evaluated a textbook or teaching manual publication. Further by analyzing the structure of the KPI matrix criteria, it should be noted that the last two criteria have the lowest score - 1 point each. These are the criteria "Availability of online discipline courses", "Availability of the case complex on the discipline". Today's requirements for educational services are focused on the introduction of new technologies for the integration of training sessions, and therefore the approach to assessing the criterion of "Availability of online discipline courses" in our opinion should be changed. The sum of points for the criterion "Availability of the case complex on the discipline" is also, in our opinion, low. The preparation of high-quality case complex on the discipline, especially in the national language and the organization of training sessions by using the case method requires additional professional training from the faculty staff. In the KPI matrix, the research activity of the teaching staff is rated higher than the scientific and methodological activity. So, the points for research activities are 30, and for scientific and methodological activities 25 points. Thus, the points for research work are higher by 5 points, which also emphasizes the importance of the research area for the University (see table 3).

Table 3 – Evaluation of research activities of the faculty staff

№	Criteria	Weight, %	Score
3.1	Participation in research projects (external projects)	2	2
3.2	Participation in research projects (internal University projects)	3	3
3.3	Article in foreign publications (Thomson Reuters, Scopus, JSTOR)	7	7
3.4	Article in national and foreign publications	6	6
3.5	Published scientific works (monographs) for the last 3 years	5	5
3.6	Supervision of scientific research (the work of postgraduates and doctoral students)	3	3
3.7	Supervision of bachelor diploma theses	2	2
3.8	Number of students-winners of scientific competitions and Olympiads	2	2
	Total for the third block	30	30

Source: internal documentation of the University for the 2018-2019 academic year. Compiled by the author

In the structure of the criteria of the third block, the highest share is given to the activities of the faculty staff for publishing articles in foreign publications (Thomson Reuters, Scopus, JSTOR). Its weight is 7% of the total weight. The publication of the faculty staff article in international cited journals, where the citation index of a journal should not be below 0.25 for doctoral students and 0.50 for the rank of Professor is a requirement not only from the University management side, but also from the Ministry of science and education, with the aim of enhancing research activities of the domestic teaching staff.

Today, the publication of the article in international cited publications is important and compulsory requirement. But, in our opinion, the mechanisms for implementing this requirement are not fully developed. The quality and quantity of articles of Kazakhstan's faculty staff in foreign publications (Thomson Reuters, Scopus, JSTOR) leaves much to be desired. This situation has been repeatedly expressed by the heads of departments of the Ministry of education and science of Kazakhstan and scientists who analyzed scientific articles in foreign publications (Thomson Reuters, Scopus, JSTOR).

In order to reduce the number of "predatory" publications, in October 2017, the MES of Kazakhstan granted scientific organizations open access to the science Direct and Scopus databases. The representative office of Elsevier in Central Asia organizes regular official seminars. The purpose of the

seminars is to improve the literacy of the procedure for submitting scientific articles by scientists of Kazakhstan in Elsevier publications. As a result of the work carried out, only in 2018 the number of publications in the top 10 cited journals was 235 or 16.7% [9].

The next important point of the criteria is "Publication of the article in national and foreign publications". Their weight is 6%, which is 6 points. This point is particularly relevant when under eligibility requirement for faculty of the University, in order to be scientific supervisor of the bachelor graduation works, master and doctoral studies you must have over the last 5 years publications in journals of Committee control in the field of education and science (CCES) (for bachelor -5 publications, for postgraduate-10 publications and for PhD students -15 publications in journals CCES) [11]

In the structure of the 3rd block of the KPI matrix, the criterion "Published scientific works (monographs) for the last 3 years" is in third place. The point for published monographs is 5 points, which corresponds to 5%. The following criteria - "Participation in research projects (internal University projects)" and "supervision of research work of postgraduates and PhD doctoral students" are evaluated by 3 points, which corresponds to 3% each. In teaching load of faculty staff certain hour for the supervision of research work of postgraduates and doctoral students is planned. Therefore, in our opinion, it is necessary to remove the criteria "supervision of research work of undergraduates and doctoral students and diploma projects in the bachelor's degree" from the total number of criteria in block 3. Its points should be added to the criteria "Participation in research projects (internal-University projects)" and "Participation in research projects (external projects)" in order to encourage work in terms of implementing research projects. Thus, the points for the criteria "Participation in research projects (intra-University projects)" and "Participation in research projects (external projects)" should be increased to 5 points each.

The indicators of the fourth block are aimed at evaluating the educational activities of teaching staff; Its structure is shown in table 4.

Table 4 – Assessment of educational activities of teaching staff

No	Criteria	Weight, %	Score
4.1	Introducing students to the norms of University life, values and traditions of corporate culture (graduate departments)	2	2
4.2	Organization of events at various levels and on various topics (graduate departments)	4	4
4.3	A socio-educational and image-oriented articles, photo reports, etc. on the University's website (graduate departments)	4	4
	Total on the fourth block	10	10

Source: internal documentation of the University for the 2018-2019 academic year. Compiled by the author

Within the fourth block, three criteria are specified, which are rated at 10 points, which corresponds to 10% of the total weight. In our opinion, the structure of criteria should be expanded by adding the criterion "social workload". For example, the duty of teaching staff during exams, duty in the hostel, participation in Subbotniks and other different events. In addition, there should be also evaluated the work in the field of translation of documents from Russian to Kazakh, English or Vice versa, concerning the specialty in 3 points. The structure of the fifth block includes only one criterion – "Violation of labor and performance discipline. it should be documented." If there are violations from the side of the faculty staff, it is estimated at (-5) points. Thus, the applied KPI matrix at the University is shown in table 5:

Table 5 – University KPI matrix

No	Criteria	Weight, %	Score
1	The first block - teaching and methodological activities of teaching staff	35	35
2	The second block - research activities of the teaching staff	25	25
3	Third block social and educational activities of teaching staff	30	30
4	The fourth block - social and educational activities of the teaching staff	10	10
	Total	100	100
5	The fifth block - labor discipline of the faculty staff	-5	-5

Source: internal documentation of the University for the 2018-2019 academic year. Compiled by the author

Total points based on the results of the KPI matrix of teaching staff are summarized by the head of the Department in a separate table indicating the availability of supporting documents. The final report on the KPI matrix of the faculty of the Department is sent to the Department of strategic development of the University for Further Analysis.

Conclusion. Thus, according to the results of the study, the University management has been evaluating the activities of the teaching staff through KPI since 2014. The main purpose of applying KPI in the management system of teaching staff is to improve the quality of educational services provided by analyzing the current situation by type of teaching staff activity. Based on the analysis of KPI results, the University's management identifies important and priority aspects of the faculty's activities that contribute to improving the University's competitiveness in modern conditions; it makes decisions to improve the human resource management system in the strategic perspective. According to the authors' opinion, the distribution of points in the KPI matrix should be reviewed, taking into account the importance and complexity of the types of work carried out by the University's teaching staff.

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КРІ (ТИІМДІЛІКТІҢ НЕГІЗГІ КӨРСЕТКІШТЕРІ) ҚР-ДАҒЫ ЖОО-НЫҢ ПОҚ ҚЫЗМЕТІН БАҒАЛАУ ЖҮЙЕСІН БАСҚАРУ ҚҰРАЛЫ РЕТІНДЕ

Аннотация. Мақалада жоғары оқу орны профессор-оқытушылар құрамының (ПОҚ) қызметін бағалау жүйесінде басқарудың икемді құралы ретінде тиімділіктің негізгі көрсеткіштерін қолдану ерекшеліктері қарастырылған. Бұл құрал ЖОО-ға профессор-оқытушылар құрамының (ПОҚ) атқарған қызмет түрлері бойынша ағымдағы жағдайды талдауға және болашақта сәйкесінше тиімді басқару шешімдерін қабылдауға мүмкіндік береді.

Авторлар тиімділіктің негізгі көрсеткіштері шеңберінде қолданылатын критерийлерді жүйелендірген және оларды блоктарға топтастыру арқылы матрицалық жүйеде қамтыған. Жүйеде матрицаның әрбір өлшемінің пайыз салмағын көрсеткен және балдық әдіс бойынша бағалауды қолданған.

Тиімділіктің негізгі көрсеткіштері (ТНК) матрицасы ПОҚ қызметінің барлық аспектілерін қамтитын критерийлерден тұрады. Оларға ПОҚ-ның оқу-әдістемелік, ғылыми-әдістемелік, ғылыми-зерттеу және тәрбиелік қызметі және жалпы еңбек тәртібі бойынша критерийлері жатады. ПОҚ қызметін басқару жүйесінде ТНК қолданудың негізгі мақсаты – оқытушы құрам қызметінің түрлері бойынша ағымдағы жағдайға талдау жүргізу негізінде жоғары оқу орындары ұсынатын білім беру қызметтерінің сапасын арттыру. ТНК талдау нәтижелері бойынша жоғары оқу орындары басшылығы адам ресурстарын басқару жүйесін жетілдіру бойынша маңызды тактикалық және стратегиялық шешімдер қабылдайды.

Зерттеу жұмысының мақсаты – ТНК құрылымын талдау және оның Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университетінде ПОҚ қызметін басқару жүйесінде қолданылуын көрсету.

Зерттеу жүргізу барысында авторлар келесі жалпы ғылыми таным әдістері: талдау, синтез, салыстыру, жалпылау әдістерін пайдаланып, соның негізінде тиісті қорытындылар жасады. Зерттеу нәтижесінде блоктар бойынша ТНК критерийлері жүйеленген; қазіргі жағдайда жоғары оқу орнының бәсекеге қабілеттілігін арттыруға ықпал ететін ПОҚ қызметінің маңызды және басым бағыттарын жетілдіру тетіктері анықталған.

Жүргізілген зерттеу нәтижелерінің тәжірибелік маңызды білім беру мекемелерінің басшылары үшін үлкен қызығушылық тудырады, себебі осы құрал арқылы ПОҚ қызметінің ағымдағы жағдайын талдауға болады. Сонымен қатар, жүргізілген зерттеу нәтижелері жоғары білім беру саласында адам ресурстарын басқару бойынша тиімді шешім қабылдауға негіз болады. Мұндай ТНК құралдарын пайдалана отырып, жоғары оқу орнының басшылығы ғылыми-педагогикалық және оқу үдерісіндегі көмекші қызметкерлердің мансабын көтеруге немесе жұмыстан шығаруға қатысты емес, сонымен қатар білім беру қызметтері нарығында оқу орнының бәсекелестігін күшейту мақсатында ЖОО қызметін басқару тетігін жетілдіру бойынша шешім қабылдай алады.

Түйін сөздер: тиімділіктің негізгі көрсеткіштері, адам ресурстарын басқару, профессор-оқытушылар құрамы, қызметкерлер жұмысын бағалау әдістері

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КРІ КАК ИНСТРУМЕНТ УПРАВЛЕНИЯ СИСТЕМОЙ ОЦЕНКИ ДЕЯТЕЛЬНОСТИ ППС ВУЗА В РК

Аннотация. В статье рассмотрены особенности применения ключевых показателей выполнения (КРІ) как гибкого инструмента управления в системе оценок деятельности профессорско-преподавательского состава вуза. Данный инструмент позволяет вузу анализировать текущую ситуацию по видам деятельности ППС и принимать эффективные управленческие решения на перспективу.

Авторы систематизировали используемые критерий КРІ и сгруппировали их в блоки в форме матрицы, где каждый критерий матрицы имеет вес и оценивается по балльному методу.

Матрица КРІ состоит из критериев, которые охватывают все аспекты деятельности ППС таких как: учебно-методическая, научно-методическая, научно-исследовательская и воспитательная деятельность персонала и трудовой дисциплины ППС в целом. Основная цель применения КРІ в системе управления деятельностью ППС – это повышение качества предоставляемых образовательных услуг вузами, на основе проведения анализа текущей ситуации по видам деятельности ППС. По результатам анализа КРІ руководством вуза принимаются решения по совершенствованию системы управления человеческими ресурсами в стратегической перспективе.

Целью данной исследовательской работы является анализ структуры КРІ и его применения в системе управления деятельностью ППС на примере Казахского университета международных отношений и мировых языков имени Абылай хана.

При проведении исследования, авторами были использованы общенаучные методы познания, такие как анализ, синтез, сравнение, обобщение и на основе их сделаны соответствующие выводы.

Результатом исследования стали: систематизация критериев КРІ по блокам; выявление важных и приоритетных аспектов деятельности ППС, способствующих повышению конкурентоспособности вуза в современных условиях.

Практическая значимость результатов проведенного исследования представляет большой интерес для руководителей образовательных учреждений и позволит анализировать текущее состояние деятельности ППС. Вместе с тем, результаты проведенного исследования имеют и прикладное значение для принятия решения в области управления человеческими ресурсами в сфере высшего образования. Используя такие инструменты, руководство вуза может принимать решения не только относительно повышения или увольнения научно-педагогических и учебно-вспомогательного персонала, но и принимать решения по совершенствованию механизма управления деятельностью вуза на ближайшую перспективу в условиях усиления конкуренции на рынке образовательных услуг.

Ключевые слова: КРІ, управление человеческими ресурсами, профессорско-преподавательский состав, методы оценки деятельности персонала.

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Уважаемые авторы научных журналов НАН РК!

Президиумом НАН РК принято решение, в целях повышения международного рейтинга академических изданий, объединить следующие 3 журнала, начиная с № 5 (сентябрь-октябрь), 2020 г., с высокорейтинговыми журналами НАН РК, входящими в международные базы Scopus, WoS и др.:

1. **«Известия НАН РК. Серия биологических и медицинских наук»** объединить с журналом **«Доклады НАН РК»**;
2. **«Известия НАН РК. Серия аграрных наук»** – **«Доклады НАН РК»**;
3. **«Известия НАН РК. Серия общественных и гуманитарных наук»** – с журналом **«Вестник НАН РК»**.

Статьи, которые публиковались в журналах **«Известия НАН РК. Серия биологических и медицинских наук»** и **«Известия НАН РК. Серия аграрных наук»**, впредь будут публиковаться в журнале **«Доклады НАН РК»**, а статьи, публикуемые в журнале **«Известия НАН РК. Серия общественных и гуманитарных наук»**, – в журнале **«Вестник НАН РК»**.

При подаче статей просим указывать название журнала и отрасль науки, согласно представленного перечня (см. ниже) в данном журнале:

I. Научный журнал **«Вестник НАН РК»** посвящен исследованиям фундаментальной науки (гуманитарные и естественные):

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1. Гуманитарные (экономика, юриспруденция, история и археология, политология и социология, философия, филология, педагогика и психология, литературоведение, искусствоведение)
2. Естественные (астрономия, физика, химия, биология, география и технические науки). Примеры технических наук: космонавтика, кораблестроение, машиностроение, системотехника, электротехника, электросвязь, радиоэлектроника, ядерная энергетика и т.д.

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II. Научный журнал **«Доклады НАН РК»** посвящен исследованиям в области получения наноматериалов, биотехнологии и экологии.

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Кроме того, в журналах **«Известия НАН РК. Серия физико-математическая»**, **«Известия НАН РК. Серия химии и технологий»** и **«Известия НАН РК. Серия геологии и технических наук»** также указаны отрасли науки, по которым будут приниматься научные статьи для экспертизы и дальнейшего опубликования:

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3. Интеллектуальный анализ данных и распознавание образов.
4. Математическое моделирование социальных и экономических процессов.
5. Механика.
6. Механика машин и роботов.
7. Теория управления и космические исследования.
8. Физика.
9. Ядерная физика.
10. Теоретическая физика.
11. Астрономия.
12. Ионосфера.

Адрес сайта «**Известия НАН РК. Серия физико-математическая**» –

<http://physics-mathematics.kz/index.php/en/archive>

IV. Научный журнал «**Известия НАН РК. Серия химии и технологий**» посвящен исследованиям в области химии и технологий новых материалов.

Редакционная коллегия принимает статьи по следующим отраслям науки:

1. Органическая химия.
2. Неорганическая химия.
3. Высокомолекулярные соединения.
4. Физическая химия (катализ, электрохимия).
5. Технология новых материалов.
6. Технология органических веществ.
7. Технология неорганических веществ.
8. Технология химических удобрений.
9. Технология полимерных и строительных материалов и силикаты.
10. Технология пищевых продуктов.
11. Фармацевтическая химия.

Адрес сайта «**Известия НАН РК. Серия химии и технологии**» –

<http://chemistry-technology.kz/index.php/en/arhiv>

V. Научный журнал «**Известия НАН РК. Серия геологии и технических наук**» посвящен исследованиям в области геологии и технических наук:

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1. Геология.
2. Региональная геология.
3. Петрология.
4. Геология нефти и газа.
5. Геология и генезис рудных месторождений.
6. Гидрогеология.
7. Горное дело и геомеханика.
8. Фундаментальные проблемы обогащения минерального сырья.
9. Инженерная геология.
10. Геофизика и сейсмология.
11. География.

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