Quality Assurance for Reform and Transformation of HEIs in Uzbekistan - QUARTZ

Call: ERASMUS-EDU-2023-CBHE-STRAND-1 / Project Number: 101127171

Human Resources Management in Academia

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HRM DEFINED

- Many definitions - Armstrong with Taylor (2017, p4) quote Watson (2010) as perhaps the most comprehensive,

"HRM is **the managerial utilisation of the efforts, knowledge, capabilities and committed** behaviours which people contribute to an authoritatively co-ordinated human enterprise as part of an employment exchange (or more temporary contractual agreement) to carry out work tasks in a way which enables the enterprise to **continue in the future**."

HRM DEFINED

▪ To describe any approach to managing people, as in Boxall and Purcell's definition:

'HRM includes anything and everything associated with the management of employment relationships in the firm'

(Boxall and Purcell, 2003: 1)

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Human
Resources

People
Management

Osterby and Coster (1992: 31)

HUMAN CAPITAL IN ORGANISATIONS

Organizations must manage four types of assets:

■ *Physical:* Buildings, land, furniture, computers, vehicles, equipment, etc.

■ *Financial:* Cash, financial resources, stocks, financial securities, etc.

■ *Intangible:* Specialized research capabilities, patents, information systems,

designs, operating processes, etc.

■ *Human:* Individuals with talents, capabilities, experience, professional expertise, relationships, etc.
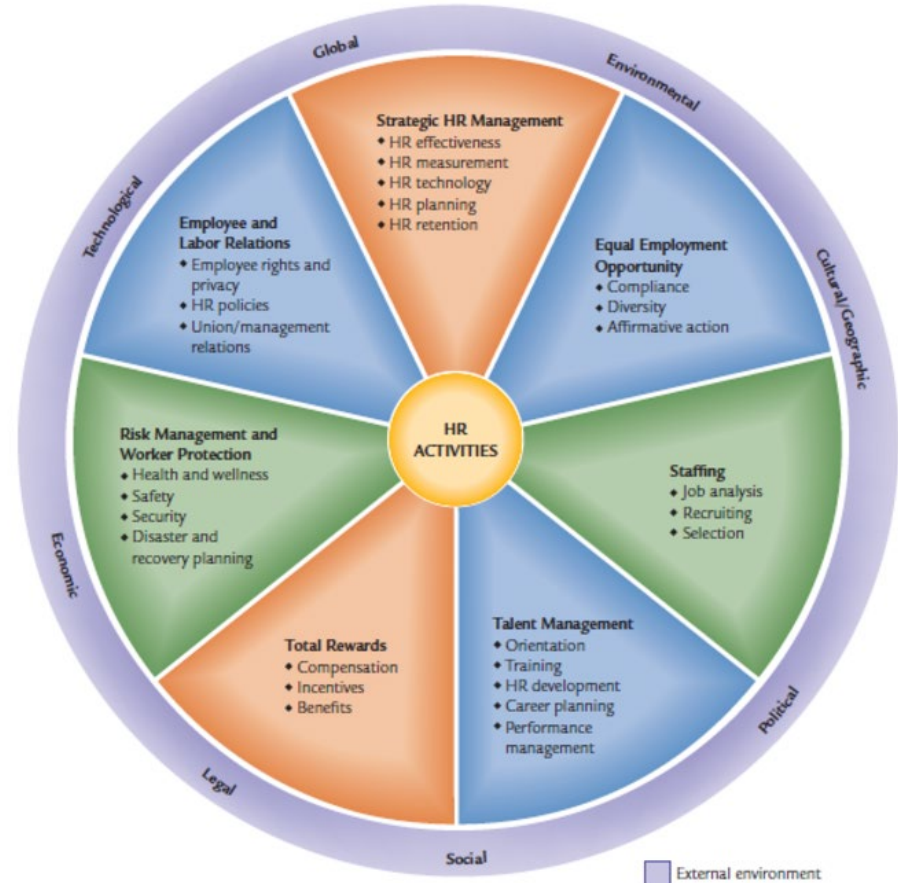
TYPES OF HUMAN CAPITAL

Intellectual capital

Social capital

Organisational capital

HR MANAGEMENT ACTIVITIES

DIVERSITY OF HRM

▪ **HRM practice varies**

Dyer and Holder (1998) pointed out that HRM goals vary according to competitive choices, technologies, characteristics of employees (eg could be different for managers) and the state of the labour market.

Boxall (2007) observed that: 'Human resource management covers a vast array of activities and shows a huge range of variations across occupations, organizational levels, business units, firms, industries and societies'.

THE GOALS OF HRM

- Objectives

- People

- Employment relationship

- Ethics

MEGATRENDS

Technological breakthroughs

Demographic shifts
The changing size, distribution and age profile of the world's population

Shifts in global economic power
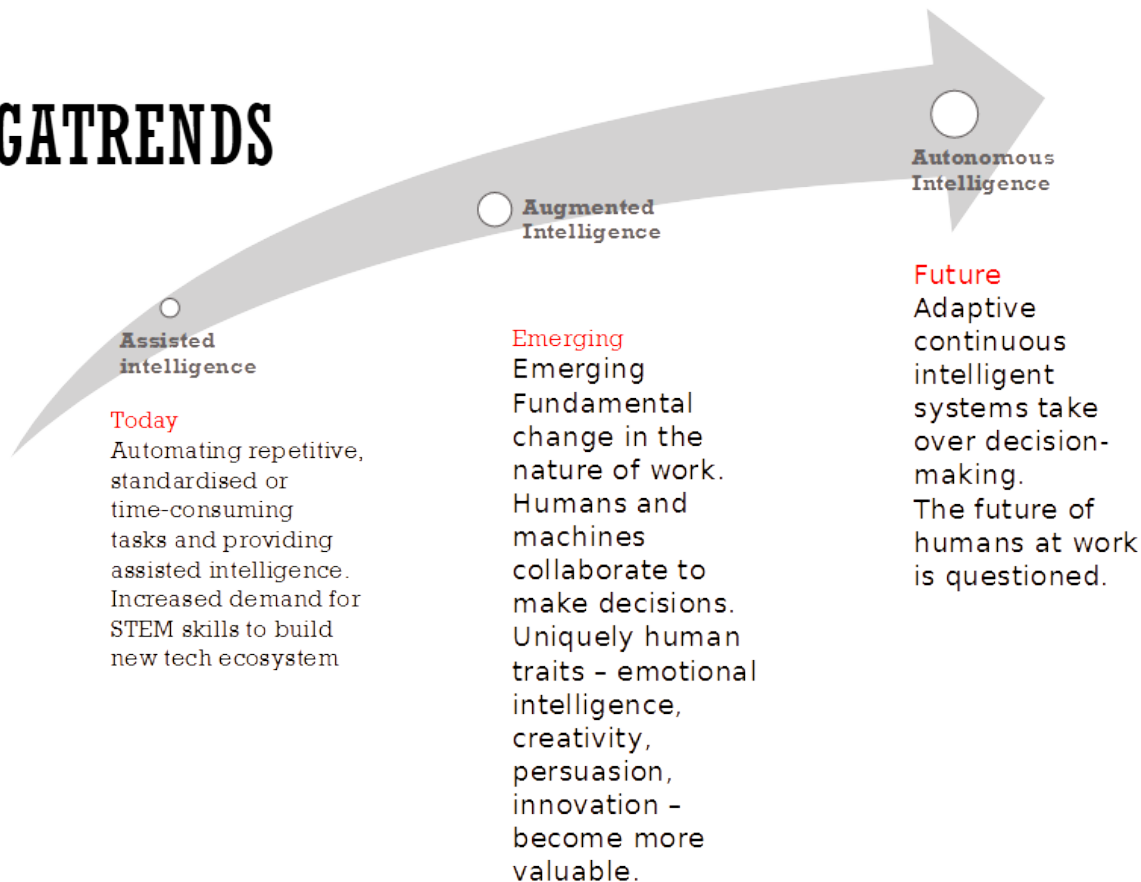Power shifting between developed and developing countries

Resource scarcity and climate change
Depleted fossil fuels, extreme weather, rising sea levels and water shortages

Rapid urbanisation
Significant increase in the world's population moving to live in cities

QUARTZ
Empowering Education

MEGATRENDS

Autonomous Intelligence

Augmented Intelligence

Assisted intelligence

Today
Automating repetitive, standardised or time-consuming tasks and providing assisted intelligence. Increased demand for STEM skills to build new tech ecosystem

Emerging
Emerging Fundamental change in the nature of work. Humans and machines collaborate to make decisions. Uniquely human traits – emotional intelligence, creativity, persuasion, innovation – become more valuable.

Future
Adaptive continuous intelligent systems take over decision-making. The future of humans at work is questioned.

In this context, higher education has important responsibilities to fulfil in view of the appearance of new challenges derived from the demands of economic and social development from which arises, among others, the need to formulate and implement institutional strategies for the development of quality.

(Mehrez, 2019)

The commercialisation of university research involves applying university research outcomes and technological outputs to commercial applications.

(Friedman & Silberman, 2003)

WHAT MAKES UNIVERSITIES DIFFERENT FROM THE CORPORATE WORLD?

- Highly intellectual and academic achieving culture

- Governance dependency

- Work arrangements (on campus, hybrid, remote)

- The academic labour market

- The academics have a great deal of autonomy

- Students (as customers) are involved in the educational process

40% of university HR functions

do not have a clearly defined HR strategy.

(Aon Hewitt, 2012)

THE GOALS OF HRM IN HIGHER EDUCATION

- The primary goal is to ensure that the institution has the right talent to achieve its educational and research objectives.

- Recruitment and Retention: Competition for skilled faculty and staff is intense, and universities must offer competitive compensation packages, career development opportunities, and a supportive work environment to attract and retain the best candidates.

- Faculty Tenure and Promotion: Many universities have a tenure system, which requires careful evaluation and promotion decisions. HRM plays a crucial role in managing the tenure and promotion process, ensuring fairness and transparency.

- Diversity and Inclusion: Promoting diversity and inclusion is a growing priority in higher education HRM. Institutions aim to create diverse faculty and staff teams that reflect the student body's diversity.

- Compliance and Regulations: Higher education institutions must comply with various labour laws and regulations. HRM ensures that universities adhere to legal requirements related to labour, employment, and workplace safety.

- Faculty Development: This includes offering training programs, mentorship opportunities, and support for research and teaching.

- Employee Benefits and Well-being: Managing employee benefits and well-being programs is essential to ensure that faculty and staff remain satisfied and productive. This includes health and retirement benefits, work-life balance initiatives, and mental health support.

- Technology Integration: The integration of technology, including HR information systems (HRIS) and learning management systems (LMS), has become crucial for HRM in higher education. These systems help streamline administrative processes and improve data management

(Mishra & Painoli, 2023)

HRM APPROACH

Collegial → Managerial
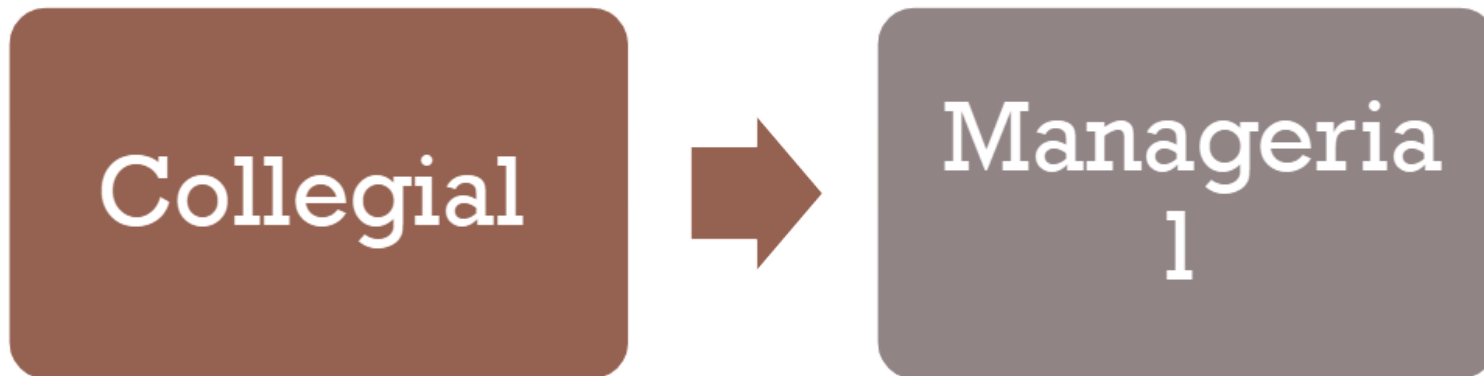
(Van den Brink, Fruytier, Thunnissen, 2013)

JOB TRANSITION

Reskilling and upskilling for new opportunities

Improving employee-employer matching

Worker safety nets

Multistakeholder collaboration to break through industry barriers

(Silva, 2024)

CHALLENGES TO HRM IN ACADEMIC SETTINGS

- Decentralised governance model.

- Many processes tailored to meet different university needs.

- The management of human talent in the knowledge society.

- Heterogeneity of the staff (academic, non-academic, administrative).

- Harmonisation of personal objectives with organisational objectives,

- HRM is doing operational tasks squarely within policy rather than helping to further the university's mission.

- University leaders are not trained in HRM matters

CHALLENGES TO HRM IN ACADEMIC SETTINGS

- Employees' perception of the organisation's climate that determines the effectiveness of the organisational climate in relation to performance (Veld et al., 2010).

- Teaching vs Research Staff

- Permanent vs Contingent Staff

- Academic freedom and autonomy

- Need for a clear and unified educational philosophy to guide higher education.

- Universities are becoming more international and are moving away from a national orientation.

CHALLENGES IN RECRUITMENT

- Job satisfaction and Leadership
- Salary
- Academic development
- Promotional prospects
- Job security

CHALLENGES IN PERFORMANCE MANAGEMENT

Only 48 % of educational institutions use systematic performance management processes to assess and improve staff performance

Only 20 % from 48%

- ensure that rewards and recognition link to the attainment of institutional, departmental and individual performance goals;

- differentiate pay significantly between high-potential and non-high-potential employees;

- align rewards within the context of a total reward strategy that includes compensation, benefits and development opportunities for talent in the institutions.

(Hewitt Aon, 2012)

CHALLENGES IN TALENT MANAGEMENT

- only 47% of human resources department personnel in higher education institutions work hand-in-hand with faculty and departmental managers to support key institutional talent management initiatives meaning that a silo approach to talent management is used in most higher education institutions;

- only 31% of higher education institutions report adequacy of staff with requisite skills and capabilities for the purpose of planning and being able to lead leadership development and succession planning initiatives;

- only 23% of higher education institutions hold their management accountable for poor talent management in the institutions;

- only 10% of higher education institutions have succession plans that go 2 to 3 people deep for leadership roles;

- only 11% of higher education institutions use their succession plans to fill leadership positions with most preferring to offer the position to external recruits at the expense of the tried and tested in institutions

CHALLENGES IN TALENT MANAGEMENT

- only 36% of higher education institutions identify talent management engagement as within the top five strategic priorities of the institutions;

- slightly more than 37% of higher education institutions gather and analyse institutional data to monitor talent management in terms of the fit between employee knowledge and skills and roles and responsibilities;

- of the 37% above who gather and analyse institutional data, only 42% use the data consistently to improve talent planning and engagement.

FUTURE TRENDS IN HRM IN ACADEMIA

Role of Artificial Intelligence in faculty recruitment and evaluation

The impact of hybrid and online learning on HRM strategies

Changing expectations of faculty and staff in modern universities

RESOURCES

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Thank you for your attention!

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