Japan-UK Collaboration in Higher Education

Human Resource Management at The University of Brighton

Its Implications for the National University Corporation in Japan

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Students & Staff: Brighton and Kobe

	Brighton	Kobe
Undergraduate	16,902 (80%) (Inc. Part-time)	11,959 (74%)
Postgraduate	4,225 (20%) (Inc. Part-time)	4,222 (26%)
Academic Staff	820	1,310
Non-Academic Staff	1,090	1,178 (Inc. Nurses)

Budget: Brighton and Kobe

	Brighton (GBP)	Kobe (JPY)
Income (Total)	80,642,000	25,584,000,000
	37,401,000 (Funding Council)	14,880,000,000 (Hospital)
	26,878,000 (Fee from Students)	8,581,000,000 (Fee from Students)
	11,623,000 (Others)	
	4,029,000 (Research Fund)	(3,510,210,000)
Expenditure (Total)	84,721,000	57,802,000,000
	49,000,000 (Staff)	26,010,900,000 (Staff)[3]

Why Does Human Resource Matter?

➢ Under Financial Constraints

➢ The University as a Labor Intensive Industry

➢ Academic and Non-Academic Staff as the Important but Expensive Assets of the University and Society

Effective and Efficient Human Resource Management

Issues in HRM at UK HEIs identified by HEFCE's project

- Recruitment and retention
- Staff development and training
- Equal opportunity
- Job evaluation and equal pay
- Reviews of staffing needs
- Annual performance review
- Managing poor performance
- HR capacity

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The Importance of the Mission, Core Values and Strategy

- The mission of the university as the starting point for everything.

- The mission of the University of Brighton

  The University of Brighton is dedicated to the discovery of knowledge, the testing of received knowledge and the creative, responsible and effective application of knowledge. It seeks to be an accessible, dynamic and responsive community of higher education with special strengths in professional and vocational education, applied research and consultancy. *(Corporate Plan for the period 2000-2004)*

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Core Values of the University of Brighton

➢ Not to discriminate unfairly either directly or indirectly against members or prospective members of the community.
➢ To acknowledge and value corporate independence and to accept the responsibilities and rights it embodies.
➢ To value freedom of thought and its appropriate expression.
➢ To encourage the participation of members of the university community in its corporate activities and its decision-making process.

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Core Values of the University of Brighton (cont'd)

➢ To balance the need for strong leadership and effective management with the need to promote team working and extensive participation in planning and policy making.
➢ To adopt approaches to grading, promotion, payment and reward which are fair, and which value long-term development and commitment over short-term targets and performance.
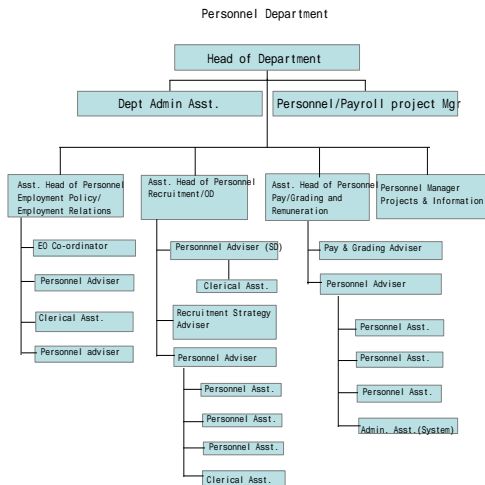
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Staffing Strategy for 2001-4

> *To recruit and retain staff of high quality who will contribute strongly to the university's plans and strategies.*

> *To support the personal and professional development of all members of the community.*

> *To encourage flexible approaches to roles and duties, within a framework, which offers clear guidance on individual responsibilities.*

HR Capacity

Personnel Department

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                        Head of Department
                    ┌──────────┴──────────┐
            Dept Admin Asst.        Personnel/Payroll project Mgr
        ┌───────────┬───────────┬───────────┐
Asst. Head of Personnel  Asst. Head of Personnel  Asst. Head of Personnel  Personnel Manager
Employment Policy/       Recruitment/OD           Pay/Grading and          Projects & Information
Employment Relations                              Remuneration

EO Co-ordinator          Personnel Adviser (SD)   Pay & Grading Adviser

Personnel Adviser        Clerical Asst.           Personnel Adviser

Clerical Asst.           Recruitment Strategy                              Personnel Asst.
                         Adviser
Personnel adviser                                                         Personnel Asst.
                         Personnel Adviser
                                                                          Personnel Asst.
                         Personnel Asst.
                                                                          Admin. Asst.(System)
                         Personnel Asst.

                         Personnel Asst.

                         Clerical Asst.
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Recruitment

Recruitment process is very important, because

➢Its offers an opportunity to reexamine and perhaps to improve the organization of work and to introduce fresh expertise.

➢It is an investment in the quality and future of the faculty/department and the results will usually be proportionate to the amount of effort and expertise invested.

➢It is a key public relations exercise, promoting the image of the University as a fair and caring employer and an efficient and professional organization.

Centralized System of Staffing:
Roles and Responsibilities

➢ Vice-Chancellor controls the University's staffing and is responsible for the appointment of all staff.

delegated to

➢ Deputy VC approves the filling of any post, whether existing or new, reviewing the number of posts at regular intervals in the light of changing needs and finances.

➢ Staff may only be appointed by the Personnel Department.

  cf. At KU the central administration and even the deans of some big schools don't know how many recruitments are in progress.

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Process of Recruitment

1. *Before deciding to recruit*: to consider the organization and operation of the section/faculty/department.
2. *Job analysis*: to consider all aspects of the job, especially the results and standards expected, so that suitable applicants are selected.
3. *Job description* and selection criteria
4. *Choosing the panel*: for teaching staff the panel should include a senior teaching staff from a different faculty.
5. *Approval to fill a vacancy*: before a post is filled, it has to be identified as vacant on the University's staffing establishment by the Personnel Department.
6. *Compiling information for candidates*
7. *Advertising*:vacant posts must normally be advertised before they are filled.
8. *Selection*
9. *Offer of appointment*

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Promotion

Salary Grades and Titles for Academic Staff

<u>Salary Grades</u>   <u>Titles</u>

Lecturer   Lecturer
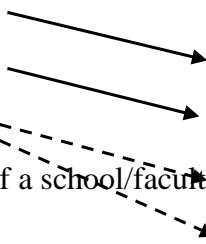
Senior Lecturer   Senior Lecturer

Principal Lecturer   Principal Lecturer

(not exceed 30% of a school/faculty) Reader

Professor

Promotion

Conferment of the title

A Lecturer's Duties

For all lectures

1. Teaching

2. Research and scholarly activity

3. Other academic activities: curriculum and course development, staff development including attendance at courses or conferences, industrial liaison and consultancy, and external examining and other agreed external commitments.

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A Lecturer's Duties (cont'd)

Plus for some lecturers

4. Managerial and administrative duties

   - Senior lecturers should normally be expected to undertake some managerial or administrative duties.

   - Principal lecturers will normally be allocated major managerial or administrative duties.

5. Admissions tutors: 7 - 12% of the total workload

6. Course leadership: 10 - 30% of the total workload

7. Research degree supervision

Annual Performance Review

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Promotion Criteria to Principal Lecturer

1. Teaching and learning

Should present any evidence of significant achievement including positive internal or external feedback, information on curriculum or materials development, or contributions to the development and embedding of good practice.

and

Should demonstrate <u>the commitment of the member of staff to continuing professional development as a teacher,</u> preferably through membership of the Institute for Learning and Teaching.

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2. Research and scholarly activity

The evidences of contributions to the development of their subject may include publication in reputable journals, conference papers and presentations, completion of major consultancy projects or professional practice at a high level and <u>research may be focused on the pedagogy of the subject.</u>

3. Professional activity and standing

The significant and influential contributions beyond the immediate school environment such as university-wide projects or services, or university services to external clients or partners, or involvement with professional bodies or subject associations.

4. Leadership and managerial ability and potential

 Should show significant achievements rather than minor administrative roles including course or program leadership, leadership within a subject or discipline, or responsibility for a functional area.

Conferment of the title of Reader

Eligibility: those Principal Lecturers who are able to demonstrate sustained excellence in research and scholarship and provide evidence of potential for further achievement in this respect but who do not yet merit a professorial title.

Criteria:

- a particularly strong publication record

- success in attracting funding

- successful supervision of research degrees

- active contribution to the development and maintenance of a strong research culture

- positive evaluations from external referees

Conferment of the title of Professor

Eligibility: those who achieve <u>the highest levels of distinction in their subject or discipline</u>, which will be indicated by a substantial publication record and a national standing in the subject or profession concerned.

Roles and responsibilities:

- to provide academic leadership in the discipline concerned reflecting the advancement of scholarship and research, and in pedagogic development, e.g. course design, learning method.

 - to contribute to the teaching/learning program

 - to contribute to the management of their school and/or faculty

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Managing Poor Performance

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Poor Performance Procedure – Summary Chart

Stage	When	Status of meeting	Participants	Action taken	Other comments
-	When specific work issues arise	Informal	Manager, member of staff	Manager identifies unsatisfactory performance of tasks/activities and discusses ways of improving	This is part of normal good management practice.
1	When performance concerns become serious or more frequent	Initial meeting - formal	Manager, member of staff	Manager notifies member of staff of commencement of formal poor performance procedures – identifying areas which need improvement and support which may be required to achieve that improvement. Action plan and review date agreed.	Confirm date, time, venue etc. for review meeting
2	Approx month after first meeting (timescales to be set at stage 1)	First Review meeting - formal	Manager, member of the Personnel Dept, member of staff and representative	Manager reviews progress during the initial period and actions taken to support improved performance. **If improved** – praise/monitor/review **If not improved** – issues a FIRST warning (12 months)	Note that warning has been issued and improvement required on member of staff's file. Confirm date for second review meeting
3	Approx one month later	Second review meeting - formal	Manager, member of staff and representative	Further progress reviewed: **If improved** – praise/ monitor/review Note: warning still live **If not improved** – move to stage 4	Confirm date, time, venue for stage 4 formal meeting.
4	At least five working days later	Meeting - formal	Chair, manager, member of the Personnel Dept, member of staff and representative	Manager presents evidence of poor performance and support provided. Chair considers issues and may issue a FINAL warning (12 months)	Warning explains final chance to achieve required improvement – copy on file.
5	Approximately one month later	Final review meeting - formal	Chair, manager, member of the Personnel Dept, member of staff and representative	Manager summarises progress during the final review period: **If improved** – no further action **If not improved** – move to stage 6 – Dismissal.	
6		Proposal to dismiss	Vice-Chancellor - offer of meeting with member of staff and representative	Follow the procedure as outlined for Suspension & Dismissal of staff.	

Sample Action Plan

Area of Work	Target to be achieved	Timescale or date by which the appropriate level of performance should be achieved	Member of staff who will be responsible for providing support
Module leadership	To produce a module handbook and timetable for students in preparation for the commencement of the module	Produce outline within 4 weeks and draft documents within 8 weeks	Subject Leader
Presentation of data	To analyze and consider data in sufficient depth to give a presentation of findings	3 weeks	Research Fellow
Administrative procedures	To devise a recording system for all module & course development information and clarify procedures with all relevant parties	Some progress to be made within one month. In place, and working by the beginning of the new academic year	Faculty Officer
Minute taking	To ensure that the minutes produced are an accurate reflection of the meeting and that the first draft is completed within two days of the meeting	3 months (a generous time frame may be given in this situation as meetings requiring minutes happen infrequently. 3 months should be an adequate amount of time to perform the task at least twice)	School Administrator

What We Learnt

➢ Establishing the mission and corporate goals
➢ Integrating staffing strategy with the mission and corporate goals
➢ Establishing the policy and guidelines for staffing
➢ Setting the work standards based on the job analysis
➢ Confirming the rights, duties and responsibilities between the individual staff and the University
➢ Investing resources to release the potential of all staff to be effective, successful and creative in taking initiatives in their work to the benefit of their students, their colleagues, their university and their own career development

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Thank you

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